VOLUME IX

The A·T·A· Magazine

NUMBER 8

OFFICIAL ORGAN OF THE ALBERTA TEACHERS' ALLIANCE, INC.

MAGISTRI NEQUE SERVI

APRIL 1929

Easter Convention Number

Heads or Tails?

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OFFICIAL ORGAN OF THE ALBERTA TEACHERS' ALLIANCE, INC.

VOL. IX. EDMONTON, APRIL, 1929 No. 8

Local Self-Government

W. Wallace, M.A., F.R.S.E.

GOVERNMENT "of the people, by the people, for the people" is a good gag but easily misunderstood by people who are not sufficiently well informed. "From the bottom up" is another political catchword which even well informed people can get wrong on.

Freedom to do as one pleases is probably the most universal desideratum of the human race. Without association individual freedom is restricted by the tyranny of the natural environment. Darkness, cold, distance, hunger, fever, wild beasts, storms, etc., put severe limits on the activity and pleasure of the isolated individual. The organized efforts of society have, in comparatively recent times, given to man a 24-hour day, a world-wide menu every day of the year, amusement for every hour of the day, and the whole world for his domicile—in return for the mutual constraints of association.

But, down to the present day, it has continually happened that the strong have been able to grab the major benefits of association, and to leave to their weaker and more numerous brethren much more than their share of the restrictions. A few die-hards have preferred the restraints of natural life to the abuses of society, feeling that "the more they knew people the more they liked dogs"; but most people lack the will to step out, and so they carry on in the daily hope of *somehow* achieving a juster balance. The story of that "somehow" is essentially a story of kaleidoscopic groupings of men in all ages, seeking to accomplish, by co-operative combination, what they could never hope to accomplish by their independent individual efforts.

Thus today we have what are called "free peoples" governing themselves in many kinds and sizes of organic groups, the members of which have associated themselves together for the common exercise of some specific function, political, occupational, ludistic, or social—having in view the dissolution of irksome restrictions and the achievement of a larger measure of personal freedom. The ruling motive of such groups is generally, though not always, "the greater good of the greater number."

The Wheat Pool is an occupational group of this kind. The Law Society is another. And the railway brotherhoods. And the associated boards of trade. And the A.T.A. The U.F.A. is both occupational and political. So is the Labor Party. And there ought to be a business group to complete the occupational grouping of the province for political purposes, and round off the balance of the Provincial Government which is the climax of the political grouping of the province. Among social groups may be instanced the Free Masons, *et hoc genus omne*, the Rotarians, etc., the Salvation Army and other religious bodies, the Moral Reform League, Daughters of the Empire, and so on.

The larger groups, and more particularly those of a political character, have certain fundamental features in common:

1. The sovereign authority rests in the membership.
2. All members agree, tacitly or specifically, to be bound by the expressed will of the majority.
3. A supreme executive carries out the will of the majority, in part directly, and, for the rest, by delegation to local bodies or agents.
4. The "will of the majority" is derived primarily from the expression of the locals (which are in that sense known as *primaries*). These expressions in the form of resolutions are sifted and adapted, first at district conventions of local delegates, and afterwards at a provincial convention, also representative, so that each resolution in its final form conveys, in an average sort of way, the will of the provincial majority of the specific group in the specific matter concerned.

For the purposes of provincial government it is clearly necessary to have a final court of adjustment of all the sectional "expressions" of the constituent groups into which the various sectional interests of the province naturally crystallize themselves. This we have in the provincial legislature, whose business it is to amass as accurately as possible the conflicting elements of the popular will, as presented to it by these sectional interests through their elected representatives, and to embody the resulting compromises in provincial legislation.

Theoretically the Provincial Legislature is a competent (using the word in its common—not its legal—sense) court of adjustment only to the extent that it represents proportionally the fundamental sectional interests which go to make up the provincial electorate. Practically the results depend more on the distribution of intelligence and forcefulness among the representatives than on the proportional balance of representation.

Thus far the situation is fairly clear and there is not much room for misunderstanding. The essential inspiration comes from the ground floor and is transmitted upwards through the successive floors of the political structure to the attic, where it is finally knocked into provincial shape and passed on *with mandatory powers* to the provincial executive.



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The provincial executive of course is unable to administer all the mandates submitted to its charge, in all their multitudinous detail; and so it delegates, under specific ordinances sanctioned by the Legislature, all purely local affairs to the local bodies concerned. In this way municipal affairs throughout the province, in cities, towns, villages, and rural municipalities, are administered locally by municipal councils which exercise autonomous powers in varying degree under the guidance of the provincial Municipal Ordinance. But the provincial executive directly operates the rural telephone system, constructs and maintains a provincial system of highways and bridges, and shares with the rural municipalities the construction and maintenance of local main roads linking the local systems with market points. It also administers the provincial police, the sale of liquor, and the care of the insane, as well as certain miscellaneous items relating to the land and farming and to registration.

Thus the Provincial Legislature is the point of convergence of a political system by which it receives political inspiration from the people. The provincial executive, on the other hand, is the centre from which radiates executive authority back to the people.

The position of education is anomolous. The province through its Department of Education and a staff of provincial inspectors controls the operation of all schools, but leaves the main burden of financing the schools to the local ratepayers who, in the rural districts, are organized in single school units. The fact that the government department prescribes the curriculum to be covered and the books to be used, trains and certifies the teachers who may be employed, and, through inspectional direction, virtually sets the minimum standard to be attained, shows that the government of the day looks upon education as a provincial rather than a local function. But, when we find the School Ordinance, which presumably embodies the will of the majority in the matters concerned, prescribing a method of financing the school business, which virtually makes it a local rather than a provincial function, it is clear that there must be a "screw loose" somewhere.

The Minister in his recent brochure has pointed it out. The practice of permitting each single school district to determine how much it will spend on its own school has, by long use-and-want come to be taken for granted as inevitable, like a bad habit. It is a remnant of the old days when schools were neighborhood functions and neighborhood property, promoted and operated by neighborhood subscriptions. (The writer received his early education in such a school). When governments began to wake up to the public importance of education, their first move was to subsidize neighborhood schools by public grants. Followed permissive legislation supervising districts operating, or proposing to operate, a school to levy local taxation to maintain it, and finally compulsory legislation for the establishment and maintenance of free schools and provincial inspection as a condition of provincial grants in aid. And, throughout, the local habit has been allowed to continue, until it is inconsistent with the acknowledged status of public education as a provincial or state function.

Local control of expenditure upon education restricts the operation of the schools as a provincial function. If education is a means of preparing the youth of the province for the task of earning the provincial income, which is the source of the individual incomes, then it should be the duty of the provincial authority to distribute the available income equitably over the province for that purpose. The will of the provincial majority cannot be adequately carried out any policy which leaves the maintenance of the individual schools to the will of the local units. The provincial minority is not uniformily distributed over the province, and so it must happen in many units that such a policy merely permits a section of the minority to obstruct effectively the process determined on by the provincial majority. And the smaller the units the more frequent will this occur. This is not government *by the people* nor *for the people*, for no local body is, or can be, "the people." It is in many instances rather local obstruction than government.

As a concession to the prejudice born of use-and-want, and as a means of promoting the experimental work that is urgently needed, larger units, such as the rural municipality areas, might be substituted for the present single-school districts; but the single-school units cannot be retained without serious detriment to the material prosperity of the province as a whole. The efficency of the province, as a wealth-producing corporation, is at stake. The occasion, moreover, is critical. The province is just emerging from its infantile stage, and has in front of it, in the immediate future, a career of great expansion and development. If the young people of the province are not adequately trained to take their places in the provincial industrial army the province will have to introduce strangers in order to carry on, which will be—to say the least—not so good! A rough criterion of efficiency would be that we can fill all the available jobs with our own people. A criterian of superiority would be that we can not only handle all our own jobs ourselves with satisfactory efficiency, but that we can spare a few experts for the use of other provinces.

I am not suggesting that there is anything illegal or unconstitutional about the present status of the local school boards. They have the legal sanction of the School Act, which will continue to express the will of the people until it is amended or repealed. But the people, like any individual, can initiate a policy of confusion; or the evolution of circumstances may convert what was once a rational policy into a policy of confusion. And a policy of confusion means inefficiency and waste.

Now education is either a provincial policy or it is not. If it is not, why the provincial programme and text books, and the provincial compulsion? If it is, on the other hand, why should it be operated on local rates, with the attendant inequalities of burden and performance? In either case the present state of education in the province clearly represents a policy of confusion. It is a mongrel affair, half provincial, half local—or rather neither provincial nor local.

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Local control with provincial compulsion would be perfectly consistent, if the provincial majority ruled that every child must be educated, but that it did not matter to the province how, or how much, so that each district could please itself. Education would then be merely a provinvincial *obligation.* But in that case there should be no provincial programme—at least it should not be compulsory. If it does matter that all children should be treated according to a provincial programme (not necessarily a uniform programme), there should be no local control and the whole system should be administered as a provincial function.

That does not mean that the people would have no say in the matter. Every ratepayer has always a right of complaint to any department of the provincial executive, either directly or through the local M.L.A.; and local bodies of ratepayers who think they have a common grievance, or who think something ought to be done differently, can always give articulate expression to their desires in one or another of the political primaries, in the form of a resolution, secure the endorsation of the district convention, and if necessary of the provincial convention also, and so have the matter brought to the notice of the legislature or executive with all the backing of the provincial group concerned.

Nor does provincial operation of education necessarily mean province-wide informity. That is at all times at the discretion of the people through their elected representatives in the Legislature. It is only necessary to convince the people—and there is no alternative under a democratic regime—that a certain degree of freedom is necessary in the operation of the schools; and nothing can prevent that degree of freedom from becoming the rule. But the kind of freedom that is required at the present juncture is not administrative freedom so much as pedagogical freedom, freedom to initiate and carry out independent experiments on the best methods of adapting the service of the schools to the welfare of the province.

Returning to the question of executive authority. I have shown how the supreme executive of the province derives its inspiration for specific acts from the people, through a complex political organization, built from the ground up, with group primaries on the ground floor and collective conventions on the intervening floors, culminating in the legislature and executive council in the attic. I have also pointed out how the provincial executive lightens its burden by delegating the administration of purely local affairs to the local bodies concerned under suitable provisions sanctioned by the Legislature. This management makes for both efficiency and economy.

The autonomous powers granted to local bodies in this way are sufficiently wide to permit each local body to organize its functional apparatus in the same kind of way as the province does its provincial affairs, deriving its inspiration and specific sanction from the local electors who, in the larger units, are more or less organized for this purpose in primaries, so that the political organization is, as in provincial affairs, from the bottom up.

But it is important to note that all executive or administrative delegation is from the top down, not from the bottom up. And that appears to be where the scheme of the Minister of Education falls down fundamentally. He has attempted to build an administrative organization from the bottom up, a serious error of political design, resulting in a seriously undemocratic situation. His general board, in effect, which is not only charged with the framing and adjustment of the provincial schedule of teachers' salaries, but is also empowered to levy and receive the entire provincial contribution for the payment of the rural teaching staff of the province, and, through their secretary-treasurer, to issue the monthly cheques to the teachers, does not appear to be answerable *as a body* to anyone. A committee of any board is clearly answerable to that board; but the corporate responsibility of a joint committee of a number of independent boards is an imaginary quantity, impossible to locate. The general board of the School Bill is such a joint committee, and is, accordingly, within the limits of its commission, virtually absolute, and represents a dangerous departure from the principle of responsible government.

This extraordinary situation appears to be the result of overlooking the fundamental principle that executive authority does not issue directly from the people but intermedially through the provincial executive. Even in the simplest case of local delegation, that of the rural municipalities, the divisional councillors do not receive their executive authority directly from the divisional electors, but from the council as a body, which is also the municipal executive, and is responsible to the electorate of the whole area for all the acts of the individual councillors.

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Negating the Individual

By Wm. Cameron, M.A.

WHAT do you really think of the following statements? They are culled from recent Educational literature.

"Compulsory education, compulsory taxation assisted by machine methods provide free education for all."

"Teachers being part of the machine suffer more from timidity and lack of initiative than from inability to follow established routine." Fancy! lack of courage; lack of originality; lack of ability and still teachers. Preposterous!

"There is always much in old worth retaining."

"Mass methods in schools kill personal element."

These and other bald assertions of a like nature have from time to time appeared in literature dealing with school affairs. As long as the source remained individual and the opinion purely subjective and aprioristic, even if authoritative, few took the trouble to offer any serious contradiction. But when such nonsense appears under the sponsorship of the A.T.A. Educational Committee presumably after due investigation by the Research Bureau—at least one would judge an enquiry of this nature pertinent to the R.B.—then it becomes quite in order to enquire on what experiments and observations they base their findings.

In view too of further struggle in the near future to retain even our present standard of living, it seems the height of folly to present uncorroborated statements like the above to opponents skilled in the art of propaganda as well as of political strategy. Such assertions may easily turn out a pedagogical boomerang.

The first two statements are in themselves self-contradictory and require no further notice. To contradict the third requires too much space. The fourth needs further elucidation in pursuit of which it will be my aim first to briefly describe the machine process and the result of this process, mass production; to compare its methods with those adopted by the school and the general results obtained. From all of which it will be seen that not machine methods, but lack of these methods finally kills the mentality of the child.

To indicate the rather superficial nature of Educational thought take the credo: "The personal element is killed by the machine process." Remember this is not an individual statement only but one generally accepted throughout higher educational circles. Leaving aside, however, for the moment the "personal element" we consider briefly the machine process—a long and intricate study in itself. Mass production is the name given economically to an industrial process plus the quantitative result of the process. Sometimes, however, the name is applied to the method; sometimes to the result; sometimes to both. The mass or machine process, by itself, however, describes a definite means applied to the modification of raw materials to satisfy human needs in the most regular, economical and abundant manner. The instrument used is the Capitalist machine—the huge and expensive machine no individual can afford to own. It is a social machine displacing the individually-owned tools pre-dating the Industrial Revolution. The method adopted is the minute division of labor—social labor—superseding the individual labor of Feudal times. Individual production becomes negated and displaced by a more efficient method—mass or social production. As all social institutions are modelled upon this social base, the individual element too becomes modified by society to meet its new requirements. The transformation is historical and dialectical.

But social production cannot exist without the individual element. In this respect the mass process remains individual. At the same time it becomes social when individual energies and skills are so interdependently organized as to work in the most harmonious and economical manner towards a definite social end. The individual is not eliminated. He becomes part of a common human process and to that extent must suppress selfish desires and actions opposed to the social weal. So it can readily be seen that the personal element decreases in importance as civilization develops and progresses, an obvious and necessary social law applicable to the whole of society as well as to each of its parts. This factor, however, does not retard progress. On the contrary the seeming contradiction proves beneficial to the individual and society. The modification of the individual, not an unreasonable killing, becomes an advantage rather than a detriment to humanity. For which reason mankind countenances a limited individual suppression.

Again each worker in a factory specializing in the completion of one small part of a product becomes through long continuous practice and experience an adept in his own particular work, able to produce more rapidly and more efficiently than if constantly changing from one special work to another. His understanding of other parts or of the completed whole becomes as a consequence very meagre; his efficiency, inversely proportional to the extensiveness of his knowledge. To that extent the individual is suppressed in the interests of increased production—but not killed. The machine process does not destroy—it conditionally preserves. This condition exists and grows. If then the machine process in schools kills the individual element, no blame can be attached to the process itself but to Educational lack of understanding of its intricate parts.

In the attainment of their specific aims the school and the industrial life have many features in common. Both aim at quantity production; both aim at economical production. That is but natural and necessary. To understand the two systems, however, it is essential to know not only their similarities but their differences.

Industry divides its labors into numerous homogeneous groups. The individual in a group becomes a specialist in one kind of work. Skilled individual effort intelligently directed thus attains a mass or maximum productivity. But his product in itself possesses little social worth. Only when combined with the products of others does it furnish a completed whole containing values useful for modern needs. Further this whole or its parts can be tested by scientific methods. But the chief test lies in their unitary nature. Doubtless this process leads to standardization. There is nothing objectionable in that. It fits snugly into our domestic life. Doubtless, too, the process leads to the subordination of the individual. But this leads to efficiency and a continual increase in economical production. Why then should the individual element be further fostered?

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the school devolves upon each individual element. The student has many parts to play and so becomes expert at none. His individual and his social efficiency rapidly sink. Mass production in its limited sense exists but not efficient or economical social output. Extensiveness becomes the sacrificial altar of intensiveness. True the various parts of school work have been standardized, a perfectly logical procedure for quantity effort. But one part fits a Roman chariot; another a medieval ox-wagon; another a Victorian phaeton; and one, perhaps, a modern aeroplane. Each in its own epoch would have at least proved useful in conjunction with all other necessary equipment. But in modern times they neither fit nor can they profitably form one working whole. Not being unitary, each is socially valueless. Our school system produces; but so does nature. Proceeding blindly without conscious direction or intelligence, she produces weeds—plants not in keeping with their environment—in prodigious quantities. The pupils' reasoning faculties are killed.

In contrast the industrial machine proves itself vastly superior to the Educational instrument. It creates useful social values. Raw materials of a homogeneous nature, fed methodically into one part are modified and given out as finished products at another. Cotton changes to cotton cloth, hides into leather, wheat into flour. Does this apply to school instruction? No! The heterogeneous and ill-assorted raw materials supplied to the pupil—a potential machine—are casually received, and as carelessly stored away in some mental cupboard or other awaiting examination time for further handling. This intellectual cupboard, moreover, acts as a frigidaire, functioning to preserve perishables and restore them again without change in as fresh a condition as possible. With all due care, deterioration takes place—the grain of wheat appears more shrivelled, the cotton fibre drier and more brittle than before. Soon comes the crucial test. The then neurotic pupil, whelmed by the chaotic clutter is driven to search hurriedly through his warehouse—a sort of *habeas corpus* procedure—to discover and surrender certain of his wares. Some he has mislaid; some are damaged or decayed; some totally lost; others again he haply finds fairly fresh and these he takes pride in dubiously arraying to the best possible advantage. Thereby is his intelligence tested; his praise measured in the number and condition of things restored. At the same time he only echoes; he does not create.

But woe to the pupil who endeavors to make flour out of wheat, boots out of leather or to otherwise experiment without permission. For exhibiting originality and ability he is mentally doomed for all eternity. He becomes timid because he desires to live; ceases to be original because he fears to die. And as the twig is bent, so the tree grows. Withal the machine continues to create.

So our much-vaunted Educational machine turns out a pseudo-machine, an echo-producer and a poor reproducer at the best. Modern industrial equipment, on the contrary, the highest expression of mechanical thought and social endeavor, does its creative work so efficiently that only a fractional part of its productive capacity is utilized. In comparison the machine process in Education has fallen far behind its progressive prototype—the moral lag—and not understanding the reason imagines to reincarnate its former reflected glory by introducing into its organism the personal splendor of a dead and buried barbaric age. Thus far does Educational thought go—and no further. Can one wonder that our university professors still mournfully lament the passing of the Golden Age of Individualism?

Whatever our personal opinions on Educational problems, we must finally bow to the logical inevitable and consciously relate them to some objective reality. Education as a practical institution must support and develop the welfare of its parent society. For this reason the true educator adapts his instruction to existing conditions. When society demands the "flapper," he "flaps"; when society demands the subordination of the individual to its own welfare he knows it is vain to "kick against the pricks." He recognizes the whole is greater than its part; society greater than its school. He recognizes, too, that the machine with its accompanying processes is come to stay; and acts accordingly. Not to him comes the rapid change into the allegorical pillar of salt, timid, traditional, inert. His and his only, the individual freedom born of stern necessity.

Canadian Literature for Grade XI

R. E. Stewart

DURING the last few years great endeavors have been made by a few people to bring to the Canadian reading public the merits of our Canadian authors. Undoubtedly these efforts have met with success, yet our Canadian literature is not popular, and it would appear to me that the reason is not hard to find. Our young people leave our public and high schools without so much as knowing that there is a Canadian national literature worthy of their attention. I am assured, and I feel that others will bear me out, that many of our students pass from our high schools with the belief that there have been no dramatists since the time of Shakespeare, no poets since the time of Tennyson, and no essayists since Macauley. They look upon these writers as they would on Egyptian mummies, to be studied as of the past belonging entirely to an almost forgotten age. Why cannot they be led to study the poets and essayists of our own day and particularly those of Canada?

Some contend that Canada has no national literature since there is no definite Canadian nationality. But is it not true that the literature of a people makes the nation, as well as the nation the literature; that both grow together?

In the June issue of the A.T.A., 1928, Mr. A. M. Steven has an article on Canadian literature as a nation builder. In this article he says: "Our great drawback is not the absence of material for literature, nor is it the lack of worthy works of prose and poetry, but rather it is the lamentable fact that we do not know of the treasures which exist in our midst. Our preceptors, indifferent or misguided as ourselves, did not help us in our youthful days to obtain a knowledge of Canadian writers. Our school courses gave us Sir Walter Scott, Lord Tennyson, Wordsworth and other poets to study and admire, but they did not tell us that Roberts, Carman, Lampman and others were in existence." And our school courses still continue to display the wonders of English poetry, but still fail to touch upon any of our Canadian authors. Why should our students not know "The Song My Paddle Sings" by Pauline Johnson, as well as "The Song the Brook Sings" by Tennyson, or "The Dance of the Sunbeams" by Bliss Carman,

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much of our British poetry. What conception can a girl or boy born and brought up on our prairies have of the Lake District of Wordsworth? Of course it may be said that the beauty of the verse in itself can be appreciated, perhaps it may, but I am doubtful if a high school pupil can appreciate it without some imagery of the subject of the poem. The whole background of British poetry is foreign to the boy or girl of the prairie. British customs, British class distinction, British political activity, British thinking all hold very little meaning even to adults and what conception can our students obtain of it?

Then again we frequently deplore the influence on Canadian life which the immigrant exerts particularly those from Central Europe. We complain that we cannot make them Canadians. Why not give them Canadian literature to think about? They are not interested in England, but they are interested in Canada, and I feel assured that they would be more sympathetically disposed to study and try to appreciate our Canadian literature than they would the literature by our British poets.

It would appear to me that Grade XI offers an opportunity for such a course in Canadian literature. At present we have a splendid course in Canadian History, Canadian Economics, and Canadian Civics. All the other subjects touch upon Canadian problems at least indirectly, why not make the material presented for this grade all Canadian by substituting a course of Canadian Literature for the course already prescribed.

The Struggle Against Superficiality

T. E. A. Stanley, B.A.

IN fairness to ourselves it may be as well be admitted at the outset that this struggle is not confined to any time or place. Here and elsewhere only "eternal vigilance" on the part of those who mould educational policies, can, or will, preserve for our school population the essentials of real educational training in the face of a rather insistent demand, sometimes from quite unexpected quarters, that the ascent to Avernus may be made less steep. The search for the "royal road to learning" is quite active just at present and many "royal roads" to somewhere are being discovered.

It has been generally recognized that the possession of a license to practise medicine has many desirable features, socially and economically. But the process of obtaining this license is long, laborious and expensive. Why not then contrive to avoid the laborious preparation and still obtain the coveted license? We are all familiar with numerous attempts to do this very thing. Were it not for the impediment of law, we would be flooded with "doctors" of high sounding systems, that would do incalculable damage. This is by way of illustration.

It is also generally recognized that a university degree in Arts is likewise desirable. But a similar rocky road discourages the lazy and the unfit. Why not make it easier? How nice for mother to introduce Jack and Margaret to her social guests, as university graduates! For those who regard the university degree as a social embellishment, the training necessary to obtain this degree is of minor importance. Any move to raise the standard is opposed by this class, and any suggestion to make it easier meets with their approval, at least until Jack and Margaret have been graduated.

Then there are those not convenient to high schools or to high schools qualified to do advanced work. Some of these demand the elimination of subjects in which it is not easy to obtain instruction. It is demanded, not only that these subjects be eliminated from the pass matriculation course, but that university courses be provided that will not require them. The situation just mentioned deserves consideration, and the efforts of the Department of Education to provide more and better rural high schools are along the right lines. In this connection even teachers are occasionally heard from who advocate the lower standards and the consequent cheapening of the whole system. The cutting down of the number of units required for the combined junior matriculation and normal entrance course would simply degrade our standards to that extent.

Another element that works towards superficiality in our high schools is the greatly increased percentage of public school students, particularly in the cities, that enter high school. As numbers have increased the average quality of our students has been appreciably lowered. To assume that as great a percentage of those students should pass, as passed when the quality was higher, is to pre-suppose a lower standard. Commendable as the desire for high school education may be, it does not follow that in all cases it is wise to keep certain types of students for any very long period in high school. There are those who are not born students of books, and who never will be students of books in any real sense. To lower our standard to accommodate these serves no purpose and detracts from the value of a diploma of standing, in the case of our best, as well as our poorest students.

The university has complained in the past concerning the quality of the students going there. That they had reason to complain is known to none better than to the high school teachers of the province from whose hands so much imperfectly prepared material has been taken and rushed prematurely to the university, if indeed much of it should have gone there at all. The raising of the standard to 50 per cent. on each subject should have had some effect on the situation before now. The university should take one step further and make Grade XII the entrance qualification. There has been no sieve devised between Grade I and an Arts degree that would be more effective in separating the unfit from the mixture composing our high school population than the Grade XII course. It is the king pin of the whole system. And yet it is the one section of the work that it is possible to dodge. Our universities have been infected with megalomania of a quite virulent type. The eastern universities seem to be fairly well over the infection, but convalescence is not very evident in the west. The sooner this occurs, the sooner will a university degree possess the dignity and intrinsic value it should possess. With a Grade XII entrance qualification our universities would vibrate with life and energy, impossible of realization under present conditions.

Superficiality is in the air. It should be combatted by all our educational forces with vigor and persistence.



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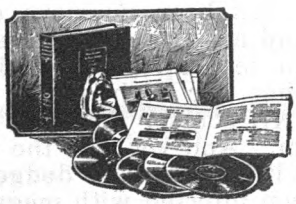
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TEACHERS' PENSIONS

MR. HECTOR LANG, the Liberal member for Medicine Hat, who has made himself creditably conspicious in this, his first term, in the Alberta Legislature, has a fellow feeling for the school teachers from whose ranks he comes, but no doubt it is in the interests of better education that he urges the Minister to create a pension fund. He does not propose any paternal legislation but a contributory scheme to which the teachers may adhere or from which they may detach themselves at choice.

Undoubtedly the cause of education would gain substantially if inducements were to be offered to young women to enter the profession as a life work rather than merely as a stage on the road to marriage or to young men as a road house, a sort of financial filling station, on the way to law or medicine or some other calling.

The debate on the subject has been adjourned while, it is believed, the mover of the resolution and the Premier get together in the search for common ground, as the latter is understood to approve of the proposal in principle.

A teachers' pension is almost a necessity if the most qualified are to be kept in the profession, since very few of them are paid enough to enable them to provide against old age.—*Calgary Albertan.*

AGED TEACHERS TO RECEIVE CARE OF GOVERNMENT

Hector Lang, Liberal, Medicine Hat, topped off a successful session, his first in the Legislature recently when the House gave unanimous endorsation to his re-drafted resolution calling for financial consideration for those school teachers of the Province, who, by reason either of ill health or old age, have found it impossible to carry on in their profession.

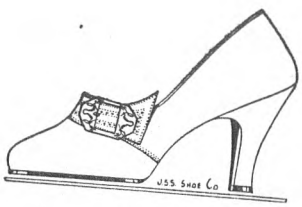
The resolution, as re-drafted, reads as follows: "That this Assembly is of the opinion that the Minister of Education make inquiry into the cases of teachers who, having rendered long service in the profession, are unable to continue on account of ill health or old age and should be authorized to make such provisions with such teachers as in his opinion, after inquiry, may appear fair and reasonable."

There was no discussion on this resolution.

During the debate on the original motion, it was pointed out the Government at present, was not in a position to commit itself to a definite pension scheme, but as Premier J. E. Brownlee said, there would be every consideration given to genuinely needy cases. Therefore the Premier and Mr. Lang conferred and the amended motion was the result of the meeting. —*Calgary Albertan.*

WHY NOT MORE CANADIANISM?

COL. WEAVER, during the course of a speech at Edmonton, "rapped the Department of Education" for allowing the use of *foreign text*



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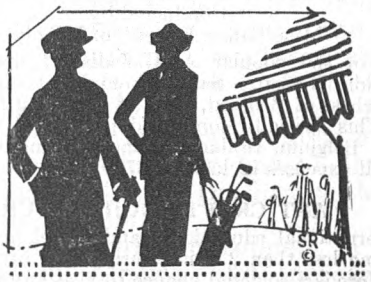
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books in the schools *of this province.* He took as an example a book written by a professor of an American university, entitled *Medieaval and Modern Times,* which contains about 17 pages of great war history of which more than half is devoted to the deeds of the United States army in the war, and *only three lines* to the *deeds of the British Army,* and about *three words* to the *deeds* of the *Canadian Corps.*

We quite agree with Col. Weaver. It is often said that there is no such thing as a Canadian. Why not? Because the Canadian policy has been against the idea of true Canadianism. Successive generations of Canadian politicians have allowed all nations and all races to make Canada into a happy hunting ground, and yet have failed to levy the price demanded by every other nation, naturalization.

If this country is good enought for us to live in, to work in, and to find happiness in, it is logical to expect that we find it good enough to live for, to work for and, if necessary, to die for, as some thousands of its adopted sons did during the late war.

This will never be so long as we are reminded periodically that we can't be Canadians, because, as the little boy said of the kangaroo, "There ain't no such animal," and *the teaching of history from foreign text books* is not calculated to impress Canadian children, (or should we say the children educated in Canadian schools!) with the importance of their national responsibilities.

Surely there are professors in our own universities capable of dealing with the problem of text books for our schools! If not, there are British text books which give a far more unbiased account of Canadian deeds and Canadian progress than will be found in any other nation's histories.

How can the next generation be expected to keep and value peace for which their fathers paid such a fearful price, if they are not told, and constantly reminded, that their fathers *did* purchase it at such an overwhelming cost?

—*Bow Island Review.*

ALBERTA teachers and parents alike will read with interest the announcement that the Alberta Legislature by unanimous vote has authorized a further revision of the high school curriculum and that Hon. Perren Baker, Minister of Education, has stated that he will instruct the Curriculum Committee to go into the matter of further reducing the curriculum and to consider the possibility of reducing the number of departmental examinations upon which high school students are required to write.

Hector Lang, the new Liberal member from Medicine Hat, was responsible for introducing the resolution into the Legislature which received unanimous support for the principle that "in the opinion of this Assembly the course of study prescribed for secondary schools should again be referred to the Curriculum Committee and that the committee should be asked to consider the advisability of further lightening the course and making the requirements for Normal entrance and University Matriculation uniform."

The Minister of Education informed the House that he had fully intended calling the Curriculum Committee together this year for the purpose of revising the high school curriculum, and heartily concurred in Mr. Lang's motion. He took occasion at that time to outline in the Legislature the history of curriculum making in Alberta and to explain that the lack of options in subjects and courses for high school pupils in Alberta should not be charged to the curriculum which included very wide choice in this matter, but rather to the inability of many school boards for economic reasons to provide the facilities and teachers for these courses.

* * *

Colonel C. Y. Weaver, Conservative member for Edmonton, advanced a rather drastic suggestion in connection with education during the debate when he proposed abolition of co-education in secondary schools and replacement of the present system by separate high schools with staffs composed exclusively of men for the boys and exclusively of women for the girls.

* * *

Mr. Lang received the support of Hon. Irene Parlby, Minister without Portfolio, in his plea for a greatly increased provision for physical culture in the high school curriculum. In many schools this important course is crowded out by the heavy academic requirements and the responsibilities of the teachers are so heavy that often they have neither time nor energy to teach physical culture as it should be taught, he declared. Mrs. Parlby spoke of the various schools she had visited in her trip to Great Britain this past summer, and described the wide variety of courses and options offered there. In one school physical training was the only course that was compulsory and in all it was given an important place. European and also oriental countries are far ahead of Alberta in this respect, said the lady minister.

Colonel Weaver also supported the plea for greater physical training instruction, but was inclined to the view that organized and supervised games provided the best results as they built up not only physique, but character and ability for team work.

* * *

Mr. Lang made a plea for the teachers in connection with his complaint that the course is too heavy. "Too much is being asked of our loyal and efficient teachers," he said, "and further exacting duties should not be placed upon them."

No time is left to the high school pupil of average mentality to develop music, hobbies, applied arts, reading, cultural pursuits and physical culture as a recreation, Mr. Lang believed. School spirit also suffered from the heavy classroom demands in his opinion.

He pointed out that enrolment in the secondary schools in Alberta had increased by five times in 25 years which, in his opinion, spoke well for the youth of the country and for the citizenship in general. The content of the course of study for normal entrance and junior matriculation is too heavy for the average student to compass in the 3 years given for the work, Mr. Lang believed. Final proof of this he found in the percentage of failures to pass in all units in the final examinations.

Many young people are not ready to make up their minds when they enter high school whether they intend to go on to university or to enter normal school, said the speaker. Others may through circumstances change their minds in this matter and for convenience and economy

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he believed the two courses should be made identical.

Speaking of the curriculum, the Minister of Education said, "I am of the opinion that the content of the course can be very materially reduced without impairing the training the students will get."

The Minister also was convinced that there were too many departmental examinations. "Without a doubt we are the most examined people in Canada and perhaps in the world," he declared.

At the same time Mr. Baker said that the percentage of failures in Alberta was about the same as that in other provinces, and while he considered the curriculum heavy, said it was not heavier than that in other provinces.

The Minister stressed the latitude allowed under the existing course of studies for either technical or academic training and pointed to the new junior high school in Calgary as an example of a venture in education which has the hearty support of the Department. "We have said to Calgary: "Go ahead and have whatever you want and we will be concerned only in seeing that the number of units in the course is equal to the number of units in our other courses'," he said.

He outlined the history of various efforts to revise the curriculum to meet the desires of the people of Alberta and maintain the educational standard of the province, and read a number of comments from other provinces and elsewhere which spoke most highly of the Alberta curriculum.

Mr. Baker said he did not blame the people for finding fault as when they ceased to do so doubtless they would be in a "hopeless condition."

Discussion of the estimates of the provincial Department of Education in the Legislature this month elicited a number of suggestions from various sources which will have an interest for the teachers of Alberta.

In this connection, Hon. Perren Baker, Minister of Education, announced a scarcity of teachers, stating that at the moment there were 40 vacancies for teachers in the province, and the Government might be forced to advertise outside the province for teachers.

J. T. Shaw, K.C., Liberal leader, advocated strongly the payment of higher salaries to school inspectors and technical teachers, demanding to know from the Minister how he expected to keep men of the proper calibre when other pedagogical positions could afford to offer so much better salaries than the province is now paying.

Simply by way of inquiry and not in any way advocating the procedure, Mr. Shaw inquired if the Minister had ever given thought to having women school inspectors. The Minister replied that the matter had not been considered.

Following the Minister's announcement that two new resident school inspectors would be appointed this year for Calgary and Edmonton, Mr. Shaw expressed his opinion that there was more need for school inspection in the rural districts than in the urban centres where school boards carry out a close inspection and supervision anyway. The Minister replied with slight asperity that he had received no representations from the city school boards that they did not require inspectors and he believed conditions to be quite satisfactory in the rural districts.

Sam Brown, Government member for High River, expressed the opinion that the parents of children should not be called upon to bear the whole cost of departmental examinations and thought these fees should be reduced. Donald Cameron (Govt.), Innisfail, held the same views.

Mr. Baker's reply was that Alberta's examination fees are not higher than those of other Canadian provinces. "The cost must be borne either by the parents of the children or by the people at large," he said. He suggested that if the Curriculum Committee reduced the number of departmental examinations in high schools this might meet the criticism to a certain extent.

POINTS OF INTEREST IN THE ANNUAL DEPARTMENTAL REPORT

High Schools

While the total enrolment in the schools of the Province increased by 4,706 in 1928, approximately 37 per cent of this number is to be found in the high schools. In 1906 the percentage of the entire enrolment in the high school grades was 2.41; in 1928 it was 11.44. New high school buildings have been built in Red Deer, Drumheller, Vermilion, Lethbridge and Calgary. The Calgary programme includes a Technical High School now being built. It is expected that this building will be ready for occupancy in September. One new Rural High School was organized, making 10 in all.

General

Fifty-six new school districts were organized. Of these thirty-three are north of Township 53, and seventeen north of Township 70. The total number of districts in the Province now stands at 3,497. There are, however, a total of 5,148 departments in regular operation.

Eighty-one new one-room schools were built and thirteen new two-room schools. This is all exclusive of the building taking place in the towns and cities.

The average number of days operated by the schools of the Province was 184.61, and this in spite of the fact that a great number of schools were closed throughout September because of the epidemic of infantile paralysis. More than 91 per cent of the schools operated for more than 160 days.

The total enrolment is approximately 160,000.

The per capita cost of education for all schools has remained practically stationary.

More than a million and a half of debentures were issued during the year, mostly for the erection of new buildings.

Technical Education

There is an increased demand for technical education throughout the Province. Calgary will open a splendid new Technical High School in September. Complete outlines of courses for such schools are in preparation. Enrolment in the Institute of Technology reached a total of 1,745 last year. During the present year 1928-1929 it is expected to reach 2,000. This is the most remarkable development of the entire year. Eve-

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ning classes are being carried on this year in a larger number of centres than ever before and great interest is apparent everywhere.

Text-books

New texts in Agriculture for both Elementary and Secondary Schools were introduced during the year, also a new system of Writing Manuals. The latter were prepared to accompany the Alberta curriculum in writing. McDougall and Sheppard's Geometry replaced a text by Baker, which has been in use for many years and become out-of-date.

Correspondence Courses

Approximately 300 new pupils were enrolled during the year. There were 13 correspondence pupils enrolled in Grade VIII. Ten of these wrote the regular High School Entrance examination and all were successful.

The School-Book Branch

Approximately $160,000 worth of business was done in the School-Book Branch. Ninety-four per cent of this business was done with firms located in Canada. The remaining six per cent went to British and American firms.

Examinations

More than a thousand more pupils wrote on the Departmental examinations than ever before. In the high school grades the success of the pupils is shown by the fact that of all the units written 75.9 per cent were passed successfully. This represents a high attainment. One hundred and forty-nine pupils obtained honors, i.e., made an average of 75 per cent or more on all the units required for Matriculation or Normal Entrance.

EDUCATIONAL "BUNK"

Editor, The A.T.A. Magazine.

Sir,—May I bring to the attention of your readers an editorial in a recent copy of the Journal of the American Educational Association, published in Washington, D. C. The subject of the editorial is the American high school. The high school situation in Canada and the States are so nearly alike that any statement with regard to the one will be nearly as applicable to the other.

The general sense of the editorial is that America's greatest contribution to civilization is her democratic high school system. The editorial is couched in the usual extravagances that accompany argument in defence of so-called American democracy. Its naivete is also refreshing. After quoting some statistics showing how the attendance at American high schools has increased during the last few decades, the editor naively suggests that Americans need not worry when confronted with the fact that the standard of scholarship in the average high school on this continent is a joke in comparison with what it is abroad. According to the learned editor the reason for this is that the primary purpose of foreign high schools is scholarship! Of course, the inference is that scholarship is not the primary purpose of high schools on the American continent! Anyone who has the slighest acquaintance with the inner working of our high school systems will certainly agree with him!

But one must be fair with the learned editor of an "educational" magazine. He seems to imply that the primary purpose of the American high school is the production of good citizens. Typical sentimentality and naivete again! If the good editor had even a passing acquaintance with current economics he would at least have some doubt as to whether these hordes of young people who are attending the (academic) high schools and colleges on this continent are being sent there for the purpose of becoming citizens. He would at least be tempted to ask to what extent they are being sent there to escape the stigma which attaches to "labor" and "the working class," probably more on the American continent than anywhere else in the world. He would also be tempted to raise the question whether "good citizens" can be made out of young people by allowing them to sit for years in a purely academic high school or college whose curriculum has little practical use for them except to enable them to get into a social stratum above the workers. He would perhaps contemplate the effect on future citizens of putting them through a pretended academic process which is largely bluff, insincerity and sham, and in which their one interest is to "get by."

Moreover the editor's remarks are a shining example of the befuddled thinking so characteristic of "educationists" on this continent. When he sets up a statistical comparison of high school attendance on this continent and abroad he is really comparing attendance at academic high schools. Here, I daresay, our continent is a world beater! But why brag about it? Why be proud of the fact that we are too snobbish to take technical, commercial, agricultural education, but prefer rather to spend years bluffing at scholastic education and thereby acquiring habits of sloth, trickery and flippancy that will hound our pathway as long as we live? Education for citizenship forsooth! A queer way to educate young people for citizenship!

I suspect that if the learned editor were to ascertain the statistics of total, rather than mere academic, secondary education in the States and Germany, for example, he would find as high a per cent of the young people abroad attending classes as in America, but with the difference, viz., that there is more of a tendency abroad toward practical education and not so strong a tendency to avoid the work of such an education by making a weak-kneed bluff at scholastic education. That, I suspect, is the central difference between high school education here and abroad.

Undoubtedly we need the academic high schools, but such schools ought to have scholarship as their primary purpose—the very disease the American editor naively charges up against the high schools of Europe! These academic schools ought to accommodate only these whose talents and conditions are definitely scholastic. The others, in their own interests, ought to obtain their secondary education along definitely practical lines having to do with the immediate task of making a living and thus become better citizens than they can possibly become by nibbling a few crumbs off the edge of scholarship.

Yours truly,

D. L. SHORTLIFFE.

11722 96th Street.

Teachers' Status

By Jeanne H. Corbin.

AS far back as history leads us, we find there were teachers. These teachers were employed to teach the children, and in the old meaning of the word "pedagogue," to lead them. The first pedagogues were the slaves who taught their young charge what their masters expected. These slaves moulded the child's intellect so that in every respect he would be like his father and follow in his footsteps. He believed in the same religion and followed the same trade. There was no opportunity for any change, for the teacher had no choice as to what he must teach. Thinking on the part of the slave would have been an unpardonable offence.

In old Greece we find the same thing, but some of the teachers were of the better class, and some actually dared to think. They not only thought, but they told what they thought, and further gave the infection to others as well. There was a great ado when it was found out, and if it had been in this day and generation there would have been the cry of "Bolshevism." As it was, these teachers were given the treat of drinking hemlock as punishment for their crime. And what was their crime? They dared to insinuate that things were not as good as they might have been, and that it was the duty of all to think. There was a danger that the poor, helpless slave might start thinking too. Then he would have found out that his masters were living off his labor and squandering it. The master ruling class was then endangered and therefore teachers must only teach safe and sane things which would help to keep the *status quo*.

After the decline of the Roman Empire which only yielded very few teachers and thinkers, teaching was practically confined to religious institutions which could be relied upon not to teach any "dangerous" doctrines. During this time also, only the upper classes of society received any of what was then called education. The lower strata of society had to be content to work from day to day and whatever ability might have been inherent within him, had to be quelched because he did not belong to the privileged class. In this way there was very little danger that these poor serfs might become naughty.

Then something happened. The world experienced the Industrial Revolution, and with it there followed so to speak an "Educational Revolution." Suddenly the master class finds that for years the under dog has been kept in ignorance and that they must make up for lost time. Even the poorest must be educated. At least he must be able to read, write and calculate. For this purpose they gave "free" schools and gathered an army of teachers to do the educating. Did the heart of the Master Class, hardened by centuries of power, melt suddenly and start bleeding for the poor ignorants? This is what our pseudo philosophers and historians would have us believe. Historical progress, however, is not to be explained in such simple terms. There was a basic reason for the change, and this reason was economic, purely and simply.

A man in the Middle Ages did not need much knowledge to do his daily routine work,—digging with a spade, reaping with a sickle, transporting goods on horseback or in carts, or feeding pigs and cows. With the industrial era, however, a flock of technicians were needed. These required a sufficient education, and their numbers were such, that they had to be recruited mainly from the lower social classes. As time went on and the new industrial system developed, the nature of the work and the intricacies of business relations that followed, made it a necessity that in order that a worker might be efficient in this new social and economic order, he must first of all receive an elementary education.

This giving of education, however, is surrounded with great dangers. The ordinary man and woman is thus given a key, which if used correctly might lead to some very dangerous thinking. Of course every ounce of energy is being spent so that this mischievous key may be rendered harmless. The first people who have to do this work are the teachers. They are the ones who give the key and they must see to it that it is used in the "right" way. The position of the teachers is the very same as it was in old romantic Greece, but with the present day decorum added.

Teachers are employees of the State, who have to teach just what is prescribed. They must not do any thinking on the subject or their fates are sealed, just as it was long ago, but instead of hemlock, the threat is petty tyranny and loss of position.

Most teachers seem quite willing to follow the line of least resistance, mostly because they themselves have not used their key. They are unconsciously (or some, deliberately) closing their eyes and playing ostrich. They refuse to see their position and only follow blindly the dictates from above. Some dare to look facts in the face and investigate. They realize that they are workers in the full meaning of the term and smile at that appellation of "profession," whatever it might be taken to signify, given in order that teachers may stick their chins up and strut about filled with pride, but void of material things. A few words of praise are found much cheaper than cold cash, and it is serving the purpose of keeping the majority of teachers from thinking and especially from making others think. Like the ones long ago, they apparently believe that everything is for the best, although the social order in which they live is crumbling on every hand and shaking on its very foundations.

There certainly should be found some teachers who are willing to sacrifice and rise above the common trend of thought and blaze the way for others in spite of the heavy hand of the State.

A better way to bring about such a change is through the teachers' organization, for where one can be broken, an organization can weather the storm. It is up to the organized teachers to break those chains which bind them, and see that teachers really run the business of teaching for the benefit of their own class, instead of the master class as has always been the case.

The A.T.A. Magazine

MAGISTRI NEQUE SERVI

Official Organ of the Alberta Teachers' Alliance, Inc.
Published on the First of Each Month.

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The A.T.A. Magazine

MANAGING EDITOR: John W. Barnett, Edmonton
Published, Controlled and Edited by the
ALBERTA TEACHERS' ALLIANCE PUBLISHING CO., LTD.
Imperial Bank Building, Edmonton, Alta.

SUBSCRIPTION: Members of A.T.A. - - - - - - $1.00 per annum
Non-Members - - - - - - $1.50 per annum

Vol. IX EDMONTON, APRIL, 1929 No. 8

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Editorial

PENSIONS AT LAST!

DURING the last session of the Legislature the greatest step forward yet regarding pensions in Alberta was taken. A resolution introduced by Mr. Hector Lang (Member for Medicine Hat, member of the Medicine Hat School Board, and an ex-teacher) was passed in an amended form by which authority was given to the Minister of Education to make inquiry into cases where teachers suffering from physical breakdown or old age have been compelled to quit teaching, also the Minister was provided with authority to pay such monies to them as by him deemed necessary. This in itself is a great step forward although the section of the resolution as originally introduced which directly obligated the Government to bring in a pensions bill, was delated. Three members of the Government—the Premier, Minister of Education and Minister of Public Works—made statements which, in our opinion, could only be construed as an undertaking that the Minister of Education would at the earliest opportunity be left to arrive at an arrangement satisfactory to both parties, teachers and government, with respect to a pensions plan. The general tenor of the debate and the statements made on behalf of the Government revealed the fact that the Government is entirely sympathetic toward the teachers' pension plan, although the Minister of Education did suggest that, in the first place, teachers were not civil servants directly employed by the Government, and also that he did not think a pensions plan would be of much service in making the profession more stable: he thought that pensions should be part of the larger scheme of reform in the administrative system of the Province. Although the back benchers on the Government side of the House did not enter into the debate, a sufficiently large number of U.F.A. members have supported the A.T.A. in person, when from time to time our Pensions Committee has appeared before the Executive Council asking for pensions, to warrant us being assured of a large following from that side of the House.

* * * *

WHAT gave us ground for the utmost satisfaction was the fact that every other section of the House—Liberal, Labor and Conservative—were apparently one hundred per cent. supporters of a pensions plan for teachers. Mr. Hector Lang, unsolicited, undertook to introduce the resolution above mentioned and he delivered a very convincing and earnest plea, not only for the adoption of the resolution by the House, but for a pensions plan. He reviewed the whole history of the pensions movement in Alberta and showed how Alberta was the only province in Canada which had not either a definite pensions scheme in operation, or the Government by action in the Legislature had not definitely pledged themselves to introduce a scheme for their teachers.

Mr. C. Lionel Gibbs followed with an eloquent presentation on the case from the business rather than the compassionate standpoint. Then the leader of the Liberal Party, Mr. Jos. Shaw, vigorously attacked the Government for their long delay in "getting down to business" and for shelving the question year after year. He referred to the return re. pensions which had been laid on the table of the House and suggested that the Government, as far as the correspondence showed, had pledged themselves, indirectly at least, to the adoption of a plan and urged that it was time for the Government to express their sympathy with the pensions plan idea in terms of cash rather than of words. Mr. McGillivray, leader of the Conservative Party manifested considerable feeling in supporting the teachers and suggested pointedly that with an expenditure of over $15,000,000 the Government, if it really tried, could find little difficulty in paring here and there so as to provide the $130,000 required under the suggested Pensions Plan of the Alliance. The Premier stated that the Government were not prepared to pledge themselves to any scheme of pensions in a general way. He felt that before so pledging the Government they must be in a position to come forward with a specific scheme and let the House see in black and white just what was involved in every way. The teachers advocated a plan obligating the Government to contribute towards the scheme and the Government did not desire to introduce any scheme which was not satisfactory to the teachers. They (the Government) ~~have~~ have not yet found themselves in a financial position to guarantee a scheme in accord with the proposals of the teachers; however, the Government were now prepared to meet further with the teachers and he did not see why a satisfactory arrangement should not be concluded.

On listening to the debate we could not fail to be surprised at the vigor which characterized it, but most of all, we were gratified that every section of the House, apparently, is strongly behind the pensions plan idea. The mere fact that pensions have been the subject of debate in the House is evidence surely that teachers' pensions is a question prominently before the public and with the pledges and implications made, and the explanations given before the House, our hopes are high that next year will see a pensions scheme definitely established on the Statute Books.

THE TEACHERS' BUSINESS

"The schools are the teachers' business and whatever is wrong with the schools today the responsibility is theirs." —*The American Teacher.*

This statement is striking and commands close scrutiny but the more one looks and thinks about it, the more apparent is the truth and the more pertinent the inference.

If it be not true that "the schools are the teachers' business" then the blame and reproach is ours. They certainly ought to be, even though noisy would-be-Solons, who know nothing about the standards which should govern teaching and the schools, parade like ganders leading the flock, hissing: "The teachers want to boss the whole show," or "I'd like to know what right have these people, paid by us to serve us, to shew us what and how to do it," or echo other "throw backs" to senile arrogance, divine right of igorance and the "big stick."

* * * *

AS the doctors lead or develop public opinion on medical and health matters, as every other body of technicians are looked up to and expected to safeguard and advance their own particular fields so far as the interests of the public are involved, so surely should the teachers face and assume their moral and logical responsibility in regard to affairs educational. Teachers who merely perform the "spade work" of the school, who just work hard to give their best of demonstrative ability, etc. to enable students to get through the year's work with credit are comparable to the doctor who, when a patient suffering from an infectious disease is placed in his care, prescribes remedies and uses all his medical skill to win back his patient to health and strength and then leaves it at that. Surely the ethical professionally-minded doctor would go much further than diagnose the complaint and prescribe the remedy; he would trace the source of infection or contagion, possibly analyse the drinking water, milk and other foods absorbed by his patient at and prior to the period of incubation of the diease and generally set himself to protect the public from spread of the diease; he studies what outstanding medical authorities advise with respect to prevention as well as cure and instructs the public in regard to rendering themselves immune by sanitation, methods of living, avoidance of infection, etc. The doctor who is merely a "doctorer," whose whole course of life is devoted solely to diagnosis and treatment is only half professional—the other half involves a knowledge and enthusiasm for preventive medicine and public health generally: also constant interchange of opinion with leading medical thought.

So the teacher whose whole thought, energy and ambition concentrates on teaching itself only is but half-educationist—the other half involves interests indirectly connected with the classroom and the pupil. The other half is the urge to interchange thought with others and keep abreast of the times with respect to evolving systems of administration, curricula and the science of education, and the urge to assist his profession in giving the public the benefit of its accumulated, technical knowledge, skill and experience, to the end that public opinion may be moulded and directed in proper channels and the way paved for a receptive attitude on the part of the public when changes are necessary for the advancement of educational reform.

A profession is a public body; if not, it has no right to

parade itself before the public as a profession; it has no right either to public protection or privileges.

* * * *

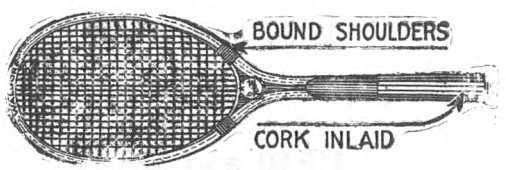
EXPERIENCE during the past few years, particularly the last, has left with us the firm conviction that the public is groping for light and leadership with respect to education. The readiness with which the churches were placed at the disposal of teacher-speakers during Alberta School Week; the accommodation afforded Alliance speakers by the press, service clubs, boards of trade, community clubs, parent-teacher associations and other organizations, and the appreciative reference to the speakers for what was described as "the service rendered of informing us upon educational affairs" gave every indication that the public as a whole—the thoughtful section at least, who undoubtedly control the remainder—are the reverse of opposed to teacher leadership in education. The articles prepared by the Publicity Committee of the Alliance were very kindly received by a large number of newspapers in the province, inserted in prominent positions and, in several cases we were definitely requested to send along for insertion more articles than this year's organization could supply. Not infrequently requests are received by us for material to serve as the subject matter for debates on educational questions, and public speakers are constantly quoting from articles prepared by the Publicity Committee or from those appearing in the A.T.A. Magazine.

JUST as long as the public understands that the material prepared is "simon pure" educational literature, prepared by educationists imbued with idealism and distinct from propaganda solely in the interests of the teachers' economic welfare, there will be a demand, ever increasing, for what is at our disposal to supply. "All together for Education!" should be the slogan for all true teachers. If the teachers rise to the occasion at this critical time of revolution in educational administration and overhauling of the curriculum, the future can well be left to care for itself. The public have confidence in the teaching profession (the "ballyhoo" and exaggeration about the immature, inefficient, unconscientious rural teacher to the contrary notwithstanding) and little notice will be taken of those who decry teacher leadership in the schools.

It is becoming more recognized day by day that the organized teaching body has some addition, some substantial contribution to make which can be supplied by nobody else, to the welfare of education and to the development, the happiness and the holiness of young life here in sunny Alberta. Much has to be accomplished, the trail yet is scarcely blazed, but if active workers increase in numbers to swell the ranks of those working unitedly and determinedly to tackle the task, not only will obstacles to progress disappear but history will pay its tribute to a noble endeavor fruitful of lasting benefit to the teaching profession and to the cause of the child.

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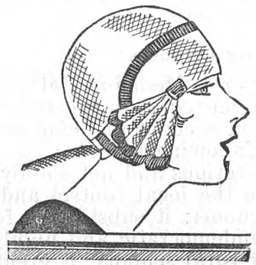
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On the Foremost Question

OPPOSITION GIVES SCEPTICISM PLAY IN FULL MEASURE

SECOND reading of the new School Act which Hon. Perren Baker, Minister of Education, is sponsoring was still unfinished when the Legislature rose at 6 p.m. Friday for the week-end recess. The major portion of the time devoted to the act during the day was taken up by a continuation of explanations by the Minister, which he had commenced on Thursday night.

He was followed by Hector Lang, Liberal, Medicine Hat, who, in turn, was followed by A. A. McGillivray, K.C., Conservative leader, Calgary. The debate was adjourned by Premier J. E. Brownlee.

His Major Points

Continuing from where he left off on Thursday night, Hon. Perren Baker, said that his discussion on the Act was designed to centre around three major considerations: principle, cost and effectiveness. The first two of these had been covered and he would confine himself mostly to the third. In principle the bill was sound and the cost was not a serious increase over the amount now being spent. Would the new system meet the difficulties under which rural schools operate? Under the new Act rural schools would have no such problem as closed terms. Employment of teachers would be more centralized and there would not be the same danger of not having a teacher available on opening days, nor would there be the same likelihood of stopping teachers midway through terms. Dismissal of teachers for trivial matters would not be countenanced under the new Act. The problem of secondary education was of paramount importance. Rural pupils were finding secondary education in the high schools of cities, towns and villages at the expense of ratepayers of these places. It was universally admitted that, under the existing system, local school districts could not make adequate provision for secondary education. The new Act aimed to give wider powers in respect to secondary educations. This wider authority would be such as to enable a large number of districts to co-operate to provide services which, acting individually, they could not provide.

Distribution of Cost

There was the additional question of whether the distribution of the burden was fair. A varying mill rate was bound to continue, but there would not be the disparity there is under existing legislation. There were some who contended the new Act was not fair, as it did not include cities, towns and villages. This contention was not so. For rural areas the land formed as fair a basis of taxation as could be found. Under the new scheme a man would pay in proportion to his holdings. Thus a man with $10,000 worth of property would pay more than the man with $5,000 worth of property. The bill thus was designed to strike an equity. There was no particular reason why well-to-do farming areas should pay the cost of education in pioneer areas. Equalization grants still would be made as would other grants.

Would Stop Migration

In the main a school for its success, depended largely on the quality of its teachers. Under the new Act, a young person might elect to become a rural teacher and provided the general board arranged a salary schedule, he could expect a real future with a progressive salary increase, even if he remained in rural districts during the whole of his career. By this means, bigger, better and more experienced teachers would be distributed over the whole province.

If a salary schedule could be established, with teachers working under trained supervisors, teaching in rural areas would become established and would improve the quality of work on the part of teachers. Today, more than ever before, teachers were being looked upon to build up character and other attributes of a desirable nature, in order to attain this, a finer quality of teachers would be needed.

Supervision Afforded

Under the new Act a thorough type of supervision would be given, a feature lacking in the system heretofore. this to be effective, should be carried out by persons responsible for the efficiency of the school. The inspector was sent by an external authority to determine whether all was in order, but the supervisor should be the one directly responsible for the efficiency of the school. The whole new system would give a greater stability to the teaching profession and would not be conducive to the migration of teachers from one district to another.

The Minister then quoted from a report of one inspector in which it was said that of 80 schools in his inspectorate, he found that in only 30 were the same teachers to be found who had been there the year before. There were no revolutionary changes in the Act and none that had not been found practicable elsewhere.

Lang Opposes

Hector Lang (Liberal, Medicine Hat), followed the Minister and moved that the bill be not read a second time on account of being unsound in principle for the following reasons:

It provided for a serious and not wholly justifiable interference in the local control and management of rural schools; it substituted for the existing system an undemocratic and highly centralized control over rural schools; it greatly increased school administrative machinery; it violated the principle of provincial responsibility in educational matters; it caused unfair divisions and organizations wholly unsuitable for any other provincial purpose.

He submitted that the Act took from the people an authority dear to them. He thought cities and towns should be included in the bill.

Too Bureaucratic

A. A. McGillivray, K.C., Conservative leader, next took the floor. He proposed to consider what he conceived to be the important principles involved in the bill. The first was whether the House was to adopt a bureaucratic system of school government in lieu of a representative form. The bill, provided one more instance of the Government's tendency to break down institutions and take more power into its own hands. For the last three sessions bills had come into the Legislature providing for extended powers for ministers and a corresponding reduction on the part of the people as represented in the Assembly.

Furthermore, he saw commissions and boards set up to take the place of courts, not because the people had lost confidence in their courts, but because the Government desired, wherever possible, that inquiries be made by people of their own selection, who might be discharged at will. He was not in favor of a system which permitted teachers being harassed in the course of the performance of their duties. If the present area of school districts was so small as to lend itself to this, then this defect was easily overcome by enlarging the area of each school district so as to take any reasonable number of schools, but without taking away from the enlarged district complete local autonomy within the limits of its boundaries.

Says Procedure Wrong

He was opposed to the idea that school districts which had blazed the trail should be required to bear the financial burdens of those districts that are now contending with similar conditions. If Government assistance was necessary in order that equal opportunity of education should be provided, then the same should come out of the public purse of the province and not out of the particular school districts that had made good. He then challenged the Government on the correctness of its parliamentary procedure in introducing the bill for second reading and the not being prepared to press its passage. The Government, he thought, should stand or fall by the bill once it had been introduced, and he affirmed that, in this respect, the Minister of Education was the only member of the Government who had the courage of his convictions.—*Calgary Albertan.*

TEACHERS AND THE SCHOOL BILL

ALBERTA teachers, who obviously have a very real concern in the re-organization of the provincial school system, now under discussion in the Legislature, have a three-fold attitude toward Mr. Baker's programme—first, as citizens; secondly, as educators; thirdly, as teachers.

This is set out in *The Alberta Teachers' Alliance Magazine,* wherein it is pointed out that, viewing the situation from that standpoint, it is not their intention to embarrass the Minister or prejudice chances of general support being given the scheme by entering into the fray before the people of the province have first had an opportunity of registering their opinions in regard to the all-important issues involved.

It might perhaps be gathered from this that the teachers' private opinions on the subject are such that if they were to enter the "fray" at this stage it might "embarrass the Minister" and might "prejudice chances of general support being given the scheme." However, the *A.T.A. Magazine* editorially makes it clear that the fundamental provisions of the new bill are completely in line with what they have advocated for several years except that they regard it as a weakness that the scheme does not apply to towns and villages. Their criticism, however, is not to be construed as opposition but rather as an effort to assist a long desired reform.

Unhesitatingly they suggest that "the drastic, almost revoluntionary, change" from local control to a province-wide unit for financial purposes is "too great a break from tradition and practice." It is also suggested that the "divisions"—each of 150 rural schools—will be found to be much too large (almost three times the area of the average provincial constituency) and members of the boards will not be able to meet frequently so that business will largely be done by mail or telephone on a straw vote principle. This, of course, is in conflict with the spirit of Section 133 of the present School Act which says:

> No act or proceeding of any board shall be deemed valid or binding on any party which is not adopted at a regular or special meeting at which a quorum of the Board is present.
>
> The suggestion has also been advanced that the creation of the general mill rate by the general board will provide for any provincial government a most facile method and ever-present temptation of relieving the provincial exchequer of its moral obligation to pay generous funds for the relief of proverty stricken areas. . . . The danger would be avoided by holding to the division as the unit for taxation purposes and to equate the burden as between division and division by generous amounts being voted from provincial revenue.

However, the Alberta Teachers' Alliance has made it quite clear that it does not at this stage intend to broadcast its opinions, so that such arguments as that the teachers themselves are "knocking" the scheme may not be developed for other than educational reasons. Perhaps, however, it is not a breach of confidence to say that teachers are advised by their organization "to do what they can in every discreet way to advocate strong support, in the main, for the Minister's proposals." —*Calgary Albertan.*

TEACHERS' OPINIONS

SEVERAL pages of correspondence devoted to the Minister of Education's proposed reorganization of the rural school system published in the *Alberta Teachers' Alliance Magazine* for this month indicate that the teachers themselves are among the most interested in the project. In those pages the proposals are discussed—sometimes ponderously discussed in academic terms—reveal-

ing a diversity of views. One correspondent—who has actually succeeded for the purpose of his arguments in reducing public welfare down to an algebraic formula (W equals e1i|L)—voices the hope that the Government will not press the matter to a finish at the coming session of the Legislature. He submits that "the people of the province have scarcely commenced to think about it and they must be given plenty of time to ruminate on the details." It is doubtful whether the Minister will consent willingly to giving the bill a hoist until another session; nor, in fact, whether it will be necessary to do so after the Legislature—each member of which will come to the Chamber equipped with his constituents' views—has finished with it.

Yet another correspondent, finding herself in uncongenial surroundings, fears being expected to remain against her inclinations. But, of course, the same situation might arise in the case of the local bank manager or the local Provincial Police constable and presumably the same remedies are accessible—a word to a sympathetic inspector would reach the ear of the divisional board, which is concerned with the appointments and transfers of teachers, and such action would be taken as the board considered not prejudicial to the public interest.

Another is apprehensive of the possibility of a teacher, devoted to her work, her pupils and her neighborhood, failing to harmonize with the local board. She need not, however, be nervous on this account. The Minister has made it clear that she will have no dealings with the local board at all. She is responsible only to the divisional board which must be expected to be impartial in respect to differences between boards and teachers. If, on the other hand, a teacher is obviously a misfit in one district she must be moved to another. There seems to be no room for two meanings on that point.

This involves the problem of the misfit, to eliminate the danger of which another teacher points out, the common-school system must be so organized and conducted as to (1) treat all the children of the community and (2) treat all the children in such a way as to bring out their individual talents. Submitting that the proposed re-organization is concerned mainly with the former, this correspondent maintains that the system should provide for expansion into the latter and adds:

> Indeed, it might as well be clearly understood at the outset that there is little real justification for incurring new expense in a re-organization of the rural school system unless that is to be immediately followed by more or less drastic pedagogical reform with the schools.

From the correspondence one cannot help feeling that the teachers either expect too much from the re-organization or are unduly apprehensive of what its effects may be. One, for example, pictures the horrible possibility of being stationed in a district where there is not a suitable boarding house! The Minister has accomplished a lot and it is just possible he might have some influence in such a situation.—*Calgary Albertan.*

NOT LIKELY THIS SESSION

IT seems now to be taken as a foregone conclusion that the Minister of Education's bill for the re-organization of the system of school administration will go over until next session. It has already had its first reading and is due for the second, after which it seems to be generally conceded nothing more will be heard of it (not, at least, on the floor of the Legislature) this year.

It may be that the delay will be a cause of disappointment to the Minister, who at least has to be credited with having accorded the public ample opportunity for making itself familiar with the project long before it came to the Legislature. On the other hand, he has also to be credited with having waived his own wishes to get it through this session. The course is probably preferable to either the defeat or the passage of the bill on hasty judgment.

When the Minister undertook to grapple with this rural school problem it was no pleasant task which he prescribed for himself. Nevertheless it was a highly important and very necessary task for there is no question in most minds but that we have outgrown the present system. Not only the Government of Alberta but that of Saskatchewan and that of British Columbia recognize that their systems are obsolete. Manitoba recognized it some little time ago.

The principal opposition to the plan still seems to come from the rural trustees themselves who appear to resent the implication that they are incapable of administering. No one, least of all the Minister himself, ever imputed such disability. But since the Donnybrook Fair which they organized at Lethbridge to express their disapproval many Alberta taxpayers must have developed grave doubts.—*Calary Albertan.*

THE TRUSTEES' CONVENTION

Whenever a body of public men, officials in charge of education if you please, act up in such a "wild-eyed" fashion as did the trustees at the recent convention in Lethbridge, there need be given no further proof of the need of a new School Act as proposed by the Hon. Perrin Baker. If the new act proposes to take away from the rural trustees the power of hiring teachers, for example, there never has been given a stronger proof of the need of it. If our schools and our teachers are subjected to such "mob phychology" no wonder there is something radically wrong with the state of education in Alberta.—*Cardston News.*

SCHOOL BILL BROUGHT DOWN

THE bill to amend and consolidate the Alberta School Act is at last before the legislature. It is a bulky document and takes a lot of studying. In spite of all the preliminary discussion of the Minister's proposals, there are still many points that require elucidation.

No definite decision is likely to be arrived at this session. Such far-reaching changes as those contemplated, require the most careful considera-

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tion in all their bearings and the obviously proper course is to leave the bill open for final action until next year. But the impending debate should have a clarifying effect. With the broad objects in view there must be practically universal sympathy. These are to assure full-time operation of all rural elementary schools, to improve the quality of instruction and to make the teaching profession a more attractive one, to bring about a fairer distribution of the cost and to stimulate the expansion of facilities for secondary education. But the system suggested for the serving of these purposes has from the first impressed most of those who have examined it as an unduly complicated one. There are to be local and divisional boards and also a general one, covering the whole province, that will make the tax levy.

The Minister has stated that "each of these administrative units is needed, because each has something to do which cannot very well be done by either of the other two, if done at all." He succeeded in persuading the U.F.A. convention that his plan was a sound one, but it was emphatically turned down by the trustees' convention. It is certain that he will have no easy task in convincing the legislature.

Some critics of the measure have held that the local boards ought to be abolished. The answer given is that this is out of the question in view of certain constitutional limitations. The bill, as the explanatory introduction supplied by the legislative counsel states, "neither adds nor detracts from any of the rights heretofore enjoyed by a minority to establish separate schools; does not change the right of any school board in the matter of religious teaching." If the trustees of a district have passed a resolution in favor of religious instruction, the bill declares, "it shall be the duty of the divisional board to provide for the school of such district a teacher satisfactory to the board of trustees in that respect."

But *"La Survivance"* recently published a lengthy statement from the French-Canadian Association of Alberta, which showed that it was not satisfied with proposed safeguards for the rights that it is anxious to protect. "The most grave reproach," the association said, "that we have to make against the new project is that it violates openly the rights of parents in undertaking to substitute itself for them as the first authority in the education of the children." The competence of the divisional board to choose Roman Catholic or French-Canadian teachers was questioned.

Other critics forsee all kinds of trouble through the establishment of the general board and would have its functions left with the various divisional bodies. The difficulty of preventing the latter from running into excessive expenditures, when they have not the responsibility of raising the money, has to be recognized as a most serious one. Whether or not the bill meets it adequately is a point that demands especial attention on the part of the legislature.

—Edmonton Journal.

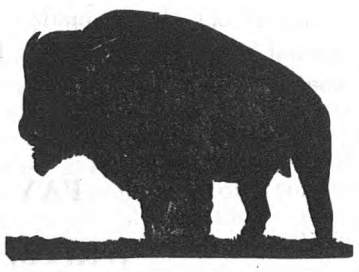
DELAYED OR DISCARDED?

Whether it was considerateness or apprehension that dictated the delay, there will be general approval of the decision to let the new school bill "ride" to another session. The measure is radical, to the point of being revoluntionary. And revolutionary in a direction that is sometimes described as reactionary. It aimed at centralizing the control of rural schools at the cost of reducing the local school board to impotence. Whatever the promised gain, self-governing people are suspicious of such proposals. Their attachment to the idea of self-government makes them so. It will not be surprising if the legislature has seen the last of the bill in its present form.

—Edmonton Bulletin.

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ANY contributions, or suggestions as to how the Teachers' Helps Department may be of greater assistance, will be appreciated. We will do our best to answer queries regarding public school work. If you have any hints or suggestions which will help some inexperienced teacher, please send them along.

MAY OUTLINE

ARITHMETIC

Grade 1—(a) Finish combinations and separations to "11."
(b) Use of one-half in connection with even numbers, and of one-quarter of 4 and 8.

Grade 2—May and June—Review.

Grade 3—(a) Denominate numbers—inch, foot, yard, ounce, and pound.
(b) Problems.
(c) Review.

Grade 4—May and June.
(a) Review all work of the year.
(b) N.B.—Familiarize the children with such terms as: Addend, sum, minuend, substrahend, remainder, difference, multiplication, multiplicand, multiplier, product, divisor, dividend, quotient, remainder—without definitions of these terms.
(c) Refer constantly to the "Course of Studies."

Grade 5—May and June—Review.

Grade 6—May and June—Review the entire year's work.
N.B.—Bills and Accounts and Personal Accounts as in Section (2), checking results as in Section (1), and problems as in Section (7) to be carried on throughout the year.

Grade7—Further practice in interpreting suitable problems and estimating approximate results. Review relations of common fractions, decimal fractions, and percentage.

Grade 8—Problems—Both percentage and mensuration. These should increase gradually and noticeably in difficulty.

READING AND LITERATURE

Grade 1—One supplementary Reader.

Grade 2—(a) **Oral Reading:**
(1) Little Hiawatha.
(2) The Ugly Duckling.
(b) **Silent Reading:** The Dandelion.
(c) **Memory Work:** The Fairies. Optional, Hiawatha's Brothers.
(d) **Literature:**
(1) Daniel in the Den of Lions.
(2) Cat and the Parrot.

Grade 3—**Literature:** The Paradise of Children.
(b) **Memory:**
(1) The Maple.
(2) The Night Wind.
(c) Just So Stories.
(d) Reader—Pages 214 to 240.
(e) **Dramatization:** To be selected.
(f) **Supplementary Reading:** Complete any unfinished work.

Grade 4—(a) **Silent Reading:** The Bewildered Bluebirds.
(b) **Literature:** Edith Cavell.
(c) **Memorization:**
(1) Sower and the Seed.
(2) The Brook Song.
(d) **Oral Reading:**
(1) Dominion Hymn.
(2) Canada, Maple Land.
(3) A Meeting in the Rain.
(e) **Literary Pictures:**
(1) The West Wind in the Kitchen.
(2) The Beautiful Valley.
(f) **Supplementary:** Arabian Nights.

Grade 5—(a) **Literature:** Don Quixote.
(b) **Oral Reading:** A True Fairy Tale.
(c) **Silent Reading:**
(1) Heart of Bruce.
(2) Laura Second.
(d) **Character Study:** Don Quixote.
(e) **Memory Work:** The Daffodils.

Grade 6—(a) **Literature:** "The Torch of Life."
(b) **Memorization:** Kitchener.
(c) **Oral Reading:** Oliver Cromwell at Home.
(d) **Silent Reading:** From Canada by Land.

Grade 7—(a) **Literature:**
(1) Kew in Lilac Time.
(2) Gentlemen, The King!
(b) **Memorization:** Kew in Lilac Time.
(d) **Oral Reading:** Gentlemen, The King!

Grade 8—Review.

ELEMENTARY SCIENCE

Grade 1—(a) The unfolding of buds from twigs placed in water in class rooms; balm of Gilead, poplar, Manitoba maple, early spring flowers—e.g., pasque flower, coltfoot, violet, buckbean.
(b) Plant seeds in pots in school-room to observe the mystery of growing plants.
(c) The young birds and how they quickly learn to take care of themselves.
(d) The Aquarium with some plant life to keep the water sweet, with tadpoles, little fish, snails, caddis larvae; observations on life in the aquarium and in sloughs and out of doors.
(e) A jar containing wrigglers to watch changing into mosquitoes.

Grade 2—(a) Farm and garden activities.
(b) Change of color in trees.
(c) Individual garden plots at home encouraged; reports from pupils as to progress.
(d) Observation of young domestic animals. Stories.
(e) Gopher—habits and appearance.

Grade 3—(a) A field trip. Bouquets of flowers for the school-room.
(b) An examination of five plants to show only roots, stems, branches, leaves, flowers. (This should not be an exercise in memory).
(c) The pasturing of cattle, sheep, horses, their young, and their antics.
(d) Gardening.
(e) Sowing of crop.
(f) Rain.
(g) Ants.

Grade 4—(a) **Nature Study:**
(1) One summer bird.
(2) Caterpillar.
(3) Mosquito.
(4) Gardening.
(5) Bees.
(6) Three plants for observation.
(b) **Geography:** Review.
(c) **Hygient:** Review.

Grade 5—(a) **Nature Study:**
(1) Insects, mosquitoes, grasshoppers, butterflies.
(2) The effect of mosquitoes on plants.
(3) Experiments:
Take three plants growing in three vessels, the plants being about the same size and having the same vigour. Allow one to continue to grow, giving it frequent but not too much water. Place a second in a vessel of water that thoroughly soaks the soil, and keeps it soaked. Do not give the third any water, but allow it to dry out. Observe what happens to the three plants in a few days.
(4) How temperature affects the growth of plants.
(5) Have some types in (4) that are hardy, some that are very tender, and some that have to be planted every year.
(6) How do plants prepare for the winter?
(b) **Hygiene:** Eating habits; effects of alcohol.
(c) **Geography:** Review. Draw zone maps. Cut out pictures that are typical products of

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these zones. Do the same with North America.

Grade 6—(a) **Nature Study:** Detailed study of two early plants—Crocus and Violet.
(b) **Hygient:** May and June—Complete review of the year's work.
(c) **Geography:** Review. In the review specialize on the surface, climate, and products of the various regions of both Canada and the United States, Maritimes, Old Canada, Prairie Provinces, etc.

Grade 7—(a) **Agriculture:** Review.
(b) **Hygiene:** Review.
(c) **Geography.**

Grade 8—(a) **Agriculture:** Review.
(b) **Geography:** Review.
(c) **Hygiene:** Review.

LANGUAGE, GRAMMAR AND COMPOSITION

Grade 1—See April Outline.

Grade 2—Teach pupils to use correctly in sentences—to, too, two; by and buy.

Grade 3—Review.

Grade 4—(a) Provision of complete outline.
(b) Suggested exercises throughout the year in vocabulary work and sentence building.
(1) The use of "a" and "an."
(2) Homonyms.
(3) Words and their opposite meaning.
(4) Synonyms.
(5) Words and their plurals.

Grade 5—Review.

Grade 6—Drill work. Pupils need practice continually in letter-writing and in oral and written composition.

Grade 7—(1) Longer friendly letters.
(2) Business letters.
(3) Vocabulary work—including words in exact sense: e.g., "I HATE oral composition," instead of "I dislike oral composition"; "I had a SWELL time," etc.
(4) Conjunction and interjection.

Grade 8—See April Outline.

ART

Grade 1—Curtain and table-cover problems.

Grade 2—Draw the Union Jack.

Grade 3—Costume design and color study. To plan simple design for girl's middy dress or Boy's Scout uniform, in cut paper with attention to spacing.

Grade 4—Ex. III.

Grade 5—To plan the wall of a room, as living-room or bedroom, showing spacing, including space for wall trim, openings, and furniture. To tint paper in a color most suitable for the wall of a room and for wood-trim and pictures.

Grade 6—Complete book.

Grade 7—(1) Bind all work in books.
(2) Review work of year.
(3) Cover designs.
(4) Picture Study: Haymakers.
(4) Picture study—Haymakers.

Grade 8—(a) Books—sewing of signatures, binding of books.

SPELLING

Grade 2—May and June. Review.

Grade 3—See September Outline.

Grade 4—See January Outline.

Grade 5—See September Outline.

Grade 6—May and June. Review.

Grade 7—See January Outline.

Grade 8—See April Outline.

CITIZENSHIP

Grade 2—(a) Sportsmanship—fairness.
(b) Arbor Day.
(c) Empire Day.

Grade 3—(1) Sense of responsibility.
(2) Self-control.
(3) Empire Day and Victoria Day.
(4) Appreciation.
(5) Stories.

Grade 4—May and June.
(1) Empire Day.
(2) King's Birthday.
(3) Review.

Grade 5—(a) Self-government, self-control. Many illustrations in lives of heroes.
(b) True tact as preceding from, self-restraint and kind feeling. (Tact of explorers and missionaries in dealing with Indians.
(c) Teach need of self-reliance not only in school work but throughout life.
(d) Beginning of towns.

Grade 6—May and June. Review.

Grade 7—May and June. Review.

Grade 8—May and June. Review.

LESSON HELPS

PICTURE STUDY—GRADES I TO VIII.

What does a picture mean to you? Have you any standards by which you are able to measure a work of art?

When we view a modern painting of a life-like figure that seems to move, or a landscape that we feel we could step out on, we should bear in mind that the marvellous skill of our artists was not at the command of the painter of a few centuries ago. The present mastery of technique has been developed through long years of study, experimentation and labor. Nor has this development been steadily upward. Periods of growth and achievement have been interrupted by periods of decline.

In order to fully understand a picture we must try to see it with the eyes of the painter's own age, to recognize what were his objects and his ideals, and to ascertain the ideals and qualities most prized by his contemporaries. We must recognize that old paintings are sometimes valuable, not because of perfection, but because they combined good qualities with imperfections—the meagre drawings, hard outlines, erroneous perspectives, and conventional glories—that we are able to appreciate better and understand the steps which have been taken down to the present day standards. It should be borne in mind that pictures are not necessarily masterpieces because they are old.

Those who have been in the habit of studying pictures can tell approximately the date a painting was made, and whether the picture was by Italian, Flemish, Spanish or English. It is generally recognized that the climate, religion, and even the physical aspects of a country all exert an influence on the art of that country, and this influence can be detected and observed by even the amateur in art study. Who could mistake the graceful and elegant types of Reynolds, Gainsborough, and Romney for any but well-born English men and women? How essentially Spanish are Murillo's dark-skinned, dark-eyed beggar boys!

In studying a picture one should consider the individuality of the artist, the subject of the picture, the drawing, the color, light and shade, composition, and treatment.

The individuality of the artist.—It is a difficult problem to analyze the peculiarities of the different artists, but there is no disputing the fact that each has his own individual manner of rendering form and color. Certain methods of painting the hand and the ear, of drapery, or of landscape background are peculiar to each artist. Raphael, attained the highest point of technical perfection with a marvellous creative power; Rembrandt developed a mastery of light and dark in a picture, for which he has no equal.

In studying a picture we should take into consideration the personality and life of the painter, and of the circumstances which led him to choose the subject of his picture, or to treat it as he has. Take Rembrandt's "Night Watch" for example: what suggested this idea to him? Was his motive ambition or rivalry? Did he paint it to keep his creditors at bay and provide for his family? Did he dash it off red-hot in a fine frenzy of inspiration or was it the result of long periods of toil, study, and thought? Did the subject of the picture form slowly in the painter's brain, and was it worked out piece by piece, as is apparently true of the great artists, or was it a glimpse of some face or scene that flashed across the artist's vision?

The period in the artist's life must be considered. The early work of Raphael or Velasquez compares unfavorably with even the poorest achievements of their days of full power.

Subject. There are three main divisions of subjects—historical, landscape, or common life. The historical is again divided into religious, mythological, allegorical, and portrait.

Drawing. A first consideration in studying a picture is its drawing. Many pictures own their chief charm and permanent art value to the beauty and grace of their lines. Many artist's who have been splendid draughtsmen have been poor colorists. In the early days of art few artists were good draughtsmen. The drawing of the human figure has advanced to a point of scientific correctness. Perspective is the most important element in drawing, and this phase of art has been found to be a matter of mathematical rules and formulae. These laws were discovered in the 15th century, and before that time the artist trusted entirely to

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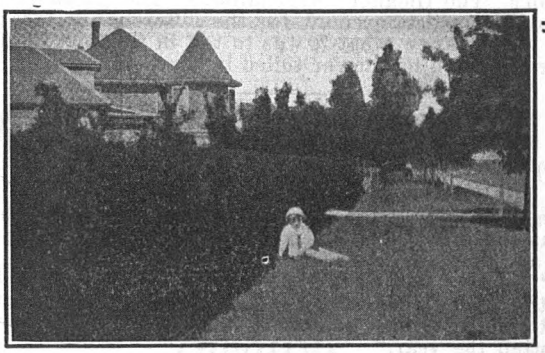
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his eye. Some artists have refused to be bound by these rules where an effect was at stake.

Color. Next comes the color of a picture. Here again we learn that the painter's art has advanced through slow stages. The different schools vary widely, ranging through gay, glowing, somber, and cold.

Light and shade. After artists had worked out the problems of perspective, form and color, they began to make a study of the effect of the lighting of a scene. This led to the discovery that the use of light and shade could be made marvellously effective in endowing a picture with a halo of romance, or mystery, or beauty, or any sentiment whatever, at the will of the artist. So when examining the lighting effects as contrived by the artist, we should give them careful study. Nor should it be understood that shadows mean patches of black, as even shadows in a painting may become luminous and full of color.

Composition. After the details of technique of a picture have been studied, we should direct our attention to the composition of the different parts. We should ask ourselves if the grouping of the various units seems balanced and harmonious. The artist should possess a sense of decorative proportion, of unity and balance. A picture should possess unity of action. There should be only one centre of interest, one principal figure or group. Even the picture of a single sitter may be ill composed. Does it crowd the frame? Does it appear on one side or the other? Then the composition is at fault. Of course it is difficult to give unity to a crowded scene, yet this is done by the arrangement of the figures and by their attitudes.

Treatment. Next we should consider the manner in which the subject has been treated by the artists. No two artists will see the same subjects alike. The true artist does not seek to report every detail of the scene before him. He aims to give an impression, to generalize, to bring out only the significant features of a scene.

Some of the famous artists painted nature unadorned, as Hobbema's "The Avenues of Trees," while others use nature to build up a classic composition, or to show nature in her splendor and magic as in Turner's "Ulysses Deriding Polyphemus." Corot began by observing color and then escaped as far as possible from it. He painted as if there were nothing in nature but what he felt about her. The figures in his scenes were Dryads or Naiads. Contrast Breton's "The Gleaner" with Millet's "The Gleaners." The lives of the artists account for the difference in interpretation. Millet knew what it was to toil in the heat of the sun whereas Breton had never toiled in the field.

LANGUAGE STORY—GRADE I.
THE FORGOTTEN BIRTHDAY

There was once an orphan princess who could never keep her birthday because nobody knew which day it was. When she was little the Princess did not think much about it, but as she grew older and saw other children having birthdays and presents, she wondered why she had none.

"My dear, we don't known which day you were born," said the Queen (her aunt). "And we have had so much to do attending to the affairs of the State that we've even forgotten the year."

"Most inconvenient," murmured the little Princess. "Even the poorest children have birthdays."

Although the Princess had no birthdays she grew older and older, and bigger and bigger, and she worried more and more. One day she went to her uncle, the King, stamped her foot, and said she would have a birthday.

"But how can you when nobody knows which day it is?" asked the King.

"I don't care," replied the Princess. "I'll have a day that nobody else has."

"There isn't one," said the King. "They are all taken."

This proved to be quite correct. Every day of the year was somebody's birthday. Therefore the Princess could not take one and call it her own.

"There's one thing about it," she thought. "As I have no birthday I can be just as old as I feel inclined to be!"

Then the King and Queen had a dreadful time. Sometimes the Princess would dress and behave like a baby, and would not attend court balls; at other times, when the King was engaged with old learned men, the Princess would arrive looking quite fifty, and she would talk and talk, and nobody liked to say anything.

"This cannot go on," said the King, "We must settle this question concerning your age. How old do you feel?"

"A hundred and five—today," answered the Princess.

The King was really angry, and at last he invited a very clever Prince to come to settle the Princess' age and name her birthday.

"I won't have a birthday that anyone else has," pouted the Princess. "And I won't have one every year—it's too common."

"I will make a new day for you," said the Prince. "Once every four years I will put an extra day in the calendar, and that shall be your birthday. You look sweet and seventeen."

So the Princess' birthday was settled to everyone's liking, and even now we have an extra day in February once in four years!

MEMORY WORK—GRADE I.

Butterflies are feeding
In the dewy bowers,
Wasps are soundly sleeping
In the fragrant flowers.

Little crickets singing,
Glad that they've been born,
Buzzing bees are flirting
With the ripening corn.

Honey buds and violets
Almost fit to pick,
Natural food for fairies,
Can't get ripe too quick.

A polliwog squirmed in his mother's arms,
Disturbed by naughty dreams and colic,
But now he's a frog in Fairyland,
And dreams of fairies, fun, and frolic.

—Western Home Monthly.

STORY FOR REPRODUCTION—GRADE II
THE LEGEND OF ECHO

Echo was a beautiful nymph who lived with many others in the mountains of ancient Greece. She had one great fault—she talked incessantly. Morning, noon, and night her voice could be heard rippling over the mountains. She had nothing important to say; she merely spoke for the pleasure of hearing her own voice.

The god Pan, half man, half goat, was a merry creature, much loved by the shepherds whose flocks he protected. He would often dance in the wood, playing upon his pipe of reeds, and Echo would come darting down from her mountains to talk to him.

"Pan!" she called, "is it true that in your pipe is imprisoned the voice of the lovely Syrinx?"

"I've told you a hundred times that the nymph, Syrinx, ran away from me and was changed into a bunch of reeds growing by the river," said Pan. "I gathered the reeds and made them into a pipe, so, of course, it is the voice of Syrinx."

Not waiting to listen to him, Echo went on talking, and at last Juno, the queen of Olympus, called to her angrily. Juno was becoming exasperated by Echo's chatter, and had warned her many times that she had better talk less.

But Echo took not the slightest notice, so Juno decreed that henceforth she should be able to speak only after someone else had spoken, and then that she should repeat what she had heard.

If you call out to Echo in the mountains or in the caves you will hear her strange, lingering voice repeating your words—even today!

LANGUAGE—GRADE III.

A STORY TO PLAY—THE LARKS IN THE WHEAT

(A mother lark builds her nest in a wheat field and soon has a fine family of young larks. One day, when the wheat is nearly ripe, the mother lark goes to look for food for her young ones. While she is away the farmer and his son come to look at the wheat).

Farmer: My son, this wheat is almost ripe. Let us go ask our neighbors to cut it for us tomorrow.

(The farmer and his son go away. Soon the mother lark returns home).

Young Lark: O, mother, mother, what shall we do? What shall we do? While you were away, the farmer came with his son to look at the wheat. He told his son that they would ask their neighbors to cut the wheat tomorrow. We cannot fly. What shall we do?

Mother Lark: Do not fear, my child. If the farmer waits for his neighbors to do this work for him, the wheat will not be cut tomorrow.

(Next morning the mother lark goes to find food for

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her young ones, and again the farmer and his son come to the wheat field).

Farmer: This wheat is ripe. Our neighbors have not cut it for us, so I shall ask our cousins to cut it for us tomorrow.

(The farmer and his son go away and the mother lark returns home).

Young Lark: O, mother, what shall we do? Today the farmer came again with his son and said, "As our neighbors have not cut the wheat, I shall ask our cousins to cut it tomorrow."

Mother Lark: Do not fear, my child. If the farmer waits for his cousins to do the work for him, the wheat will not be cut tomorrow.

(Next morning the mother lark goes away to find food for her young ones, and again the farmer and his son come to look at the wheat).

Farmer: My son, neither our neighbors nor our cousins have cut the wheat for us. We can wait no longer, we must cut it ourselves tomorrow.

(The farmer and his son go away and the mother lark returns home).

Young Lark: O, mother, what shall we do? The farmer came today with his son and said, "Neither our neighbors nor our cousins have cut the wheat for us, so we must cut it ourselves tomorrow."

Mother Lark: Now it is time for us to go. When a man decides to do his work himself, you may be sure that it will be done. Try your wings, my children, to see if you can fly.

Young Lark: I can fly! I can fly! I can fly!

(All the larks fly away).

The Winston Readers—Book III.

CITIZENSHIP—GRADES IV AND V.

SELF-CONTROL AND SELF-RELIANCE

Self-control is essential to happiness and usefulness.—E. A. Horton.

I have only one counsel for you—Be master!—Napoleon.

Every person has two educations, one which he receives from others; and one, more important, which he gives himself.—Gibbon.

God gives every bird its food, but he does not throw it into the nest.—J. G. Holland.

Someone has said, "Self-control is only courage under another form"; but it is far more than that. It is the master of all virtues, courage included. Sir Walter Scott said, "Teach self-denial and make its practice pleasurable, and you create for the world a destiny more sublime than ever issued from the brain of the wildest dreamer."

This may seem a very strong statement, but it is fully carried out by the experience of great men who have witnessed that the chief difference between the successful and the unsuccessful is "staying-power." Many of the greatest characters in history illustrate this fact. Take, as a single instance, the case of the Duke of Wellington, whose career was marked by persistent watchfulness over his irritable and explosive nature. The story of his deeds tells how well he conquered himself.

How boys and girls dislike the play-mate who must play the game he or she wants or will play none at all; who quits because he is not winning; who loses his temper because the decision of the umpire does not suit him; or who doesn't "play fair!" There is no better place for boys and girls to learn and practice self-control than the play-ground either at home or at school.

History teaches that circumstances have rarely favored great men. They have fought their way to triumph over the road of difficulty and through all sorts of opposition. Ask almost any great man in our large cities where he was born, and he will tell you it was on a farm or in a small country village. An easy and luxurious existence does not train men to effort, or to encounter difficulty. Indeed, so far from poverty being a misfortune, it may, by vigorous self-help, be converted into a blessing.

A young man stood listlessly watching some anglers on a bridge. He was poor and dejected. At length, approaching a basket filled with fish, he sighed, "If now I had these I would be happy. I could sell them and buy food and lodging."

"I will give you just as many and just as good," said the owner, who chanced to overhear his words, "If you will do me a trifling favor."

"And what is that?" asked the other.

"Only to tend this line till I come back. I wish to go on a short errand."

The proposal was gladly accepted. The old man was gone so long that the young man began to get impatient. Meanwhile the fish snapped greedily at the hook, and he lost all his depression in the excitement of pulling them in. When the owner returned he had a large number. Counting out from them as many as were in the basket, and presenting them to the youth, the old fisherman said, "I fulfill my promise from the fish you have caught, to teach you whenever you see others earning what you need, to waste no time in foolish wishing but cast a line for yourself."

If you have anything to do, do it yourself; for that is both the safest and the surest way to permanent success. This is well illustrated in the story in this issue for Grade III Dramatization.

COMPOSITION—GRADE VI.

(1) Cedric's dress was a tunic of forest green, furred at the neck.

(2) This doublet fell unbuttoned over a close dress of scarlet, which sat tight to his body.

(3) In the centre of the upper table were placed two chairs, more elevated than the rest.

(4) He had breeches of the same, but they did not reach to the lower part of the thigh, leaving the knees exposed.

(5) One of these seats was at present occupied by Cedric.

(6) His feet had sandals secured in front with golden clasps.

I.—(a) About what topic are most of the above sentences written.

(b) Which sentences do not describe this topic?

(c) Re-write the paragraph leaving out those sentences that seem out of place, and adding two more that describe Cedric's dress as you remember it.

II.—(a) What are the five parts of a business letter? Of what use is each part?

(b) Write a letter to the Ashdown Hardware Company, Calgary, Alberta, ordering an indoor baseball to be sent post-paid, and enclosing a Post Office Money Order for $1.25.

(c) Rule the envelope and address it. Indicate the correct position of the stamp.

III.—(a) In it be the bones of animals which the savages ate.

(b) The wild winds shake violently the tall trees by the cottage door.

(c) The noise of footsteps faded slowly into the distance.

(d) In their walk on Saturday afternoon, Mary and Jane passed a house that was quite deserted.

(1) Divide the above sentences into subject and predicate. Draw a single line under the bare subject and a double line under the bare predicate.

(2) Pick out the clauses, give their kind, and tell the word upon which each enlarges.

(3) Pick out five phrases and give their kind and relation.

(4) Tell the time that is expressed by each of the verbs.

(5) Pick out two adjectives and two adverbs. Tell the word upon which each enlarges. What form of each of the adjectives and adverbs would you use if you were comparing two things, and if you were comparing more than two things?

(6) Tell all you know about the underlined words.

CITIZENSHIP TEST—GRADE VI.

N.B.—Write answers in complete sentences.

1. (a) Who was the greatest king in Saxon times in England?

(b) Tell two ways that he helped his country.

2. (a) Explain what happened to Harold, the Saxon king of England.

(b) Compare the homes of the Norman barons with those of Saxon nobility.

(c) What were the Crusades? Which English kings took part in them?

3. (a) Name two nations with which England was at war in Later Mediaeval Times.

(b) In which one of these wars did Robert Bruce, become famous? Explain the part played by him.

(c) Describe briefly one noted battle in which the Black Prince distinguished himself.

4. Tell how Dick Whittington became an outstanding citizen. What did he do for the town in which he made his home?

5. (a) Tell about Caxton's life in London, Bruges and Cologne.

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(b) What great good did he do for his native land? What was its effect on the people of England?

6. (a) The American continent have really been known to the civilized world for only about 400 years. Tell briefly the story of how it was discovered. What part did the discoverer first reach? What land did he think he had reached?

(b) Who first sailed past America and reached the Pacific? By what route did he go? What was his fate?

(c) Tell briefly the story of Henry Hudson.

(d) Who discovered the following:

1. The St. Lawrence River.
2. The mouth of the Mackenzie River.
3. Lake Ontario.
4. The Mississippi Valley?

7. (a) What service does the Post Office perform for the community? By whom are the post offices and postal services controlled?

(b) What is the use of a Children's Clinic?

GEOGRAPHY TEST—GRADE VI.

1. (a) Name the provinces of Canada from east to west.

(b) Name and locate the capital of each province.

(c) Name and locate the capital of the Dominion.

2. (a) From which two ports in Eastern Canada is wheat for England shipped most extensively in summer? In winter?

(b) Trace the route of a cargo of wheat from your nearest town shipped to England in summer. Over what railroad or railroads, and what bodies of water would it pass? At what places along the route would it have to be re-loaded?

(c) Trace the winter route of a cargo of wheat for England. Name six cities along the route.

3. (a) Name the agencies that affect the climate of a country.

(b) North America lies in three zones. What does that tell about its climate?

(c) What three ocean currents affect the climate of Canada? Tell the effect of each on Canada.

(d) Account for the dry climate of Southern Alberta.

(e) Account for the heavy rainfall on the Pacific Coast of Canada.

(f) Why are the winter temperatures of Vancouver so much higher than those of Winnipeg?

(g) Account for the great variety of cultivated products in Mexico.

4. (a) Where in Canada are the following industries carried on extensively:

(1) Salmon-fishing.
(2) Fox-farming.
(3) Meat-packing.
(4) Automobile manufacturing.
(5) Hunting and trapping?

(b) Locate each of the following, and name the industry for which it is chiefly noted:

(1) The Okanagan.
(2) Fort Frances.
(3) Hull.
(4) The Grand Banks of Newfoundland.
(5) Turner Valley.
(6) The St. John River.
(7) Niagara Falls.
(8) The Flin Flon.
(9) Trail, and Sudbury.

5. Write an interesting paragraph on each of the following:

(a) Fruit-growing in the State of California.
(b) Lumbering on the Pacific Coast.
(c) Manufacturing in the New England States.
(d) Mining in Mexico.
(e) Grain-growing in the Prairie Provinces.
(f) Agriculture in the Gulf States.

6. (a) Name five islands of the West Indies.

(b) Name five important products we send to the West Indies, and five they receive from us.

(c) What are the forest products of Central America?

(d) Locate the Panama Canal. Who owns it? Tell of its importance to Canada.

7. Describe the Maritime Provinces under the following headings:

(1) What they include.
(2) Surface.
(3) Climate.
(4) The chief industries with their products.

8. On an outline map of North America, locate and name:

(a) Two bays and two gulfs.
(b) Three peninsulas.
(c) The countries of North America.
(d) The Mississippi with its tributaries the Missouri and Red.
(e) The Nelson-Saskatchewan River system.
(f) Duluth, Buffalo, New Orleans, New York, Chicago, Detroit, Montreal, San Francisco, Seattle, St. John, Vancouver, and Minneapolis.
(g) The cultivated products of the Missouri and Upper Mississippi Rivers.
(h) The important coal, iron, gold, and silver-mining areas.
(i) A government-owned transcontinental railway.

COMPOSITION—GRADE VII.

(1) Arrange the following description of the tumbling mustard in good order:

The tumbling mustard has been known to blow one hundred and fifty miles. When the plant is mature it is the shape of a ball. It begins to grow as a rosette of leaves that resembles those of the dandelion. There are from fifty to one hundred and twenty-five seeds in a pod. It grows from two to four feet in height. One well-developed plant may produce a million seeds. The tumbling mustard has a whitish or pale yellow flower. The plant, when dry, becomes brittle. It is an annual or winter annual.

(2) Correct; give your reasons:

(a) It was Mary and her that went.
(b) He would have gone quick enough if he had of been asked.
(c) I feel good again this morning.
(d) Will I help you with the work.
(e) Did you go in the house?
(f) The boy was awful sick.
(g) John and me done the work
(h) The geese walk awkward.
(i) James writes too rapid.
(g) I seen a dog and a cat.

(3) Re-write, using phrases or clauses in place of the underlined words:

(a) We prefer Alberta coal.
(b) The happy girl danced and sang.
(c) The injured dog ran hastily down the street.
(d) The Italian musician entertained the people.
(e) Wealthy men build up the city.

HYGIENE—GRADE VIII

THE EXCRETORY SYSTEM

The living protoplasm of the body is continually breaking down and being oxidized. The protein food is used to build up new protoplasm to take the place of that which is broken down. In time this protoplasm will also be broken down and oxidized, so that the proteins are as truly burned in the body as are the carbohydrates and fats. The difference is that they are built into living material before the oxidation takes place. Carbon dioxide and water are among the waste products that come from the burning of the proteins, but there are other wastes also—uric acid and other similar substances. The wastes are injurious to the cells, and the liver does an important work in gathering up and converting a great part of them into urea, which is secreted from the body.

Fastened to the back wall of the abdominal cavity are two bean-shaped organs that eliminate the protein wastes. They are called kidneys. Each kidney has in it many thousands of little tubes which all drain into a larger tube, the ureter. The litter tubes in the kidneys, like the sweat glands, are surrounded by lymph, and the water of the lymph passes into them and flows out of their mouths, as water passes into a sweat gland and flows out on the skin. The urea and other protein wastes are dissolved in the lymph, and they leave the body by passing with the water through the kidney tubes into the ureter and draining off into the bladder. The function of the kidneys is to excrete water, salts, and protein wastes.

CITIZENSHIP—GRADE VIII.

GROWTH OF RESPONSIBLE GOVERNMENT IN THE NORTH WEST TERRITORIES

The Province of Manitoba was formed in 1870, and the western country lying outside Manitoba was organized into the North West Territories. Lieutenant Governor Archibald of Manitoba was made governor of the N. W. T. To assist him a council of seven to fifteen members was to be appointed by the Governor General in Council. In 1873

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the first council was called, among the members being Donald Smith and Dr. Schultz.

This council continued to advise the Lieutenant Governor till 1876. In that year the North West Territories Act was passed. A lieutenant governor and council for the territories alone was provided. There was also provision for responsible government. Whenever a district of 1,000 square miles had an adult population of 1,000 inhabitants, that district was allowed to elect a representative to the council. The first session was held at Livingstone near Swan River in1877. In 1878 the council met at Battleford, and in 1881 the present City of Regina was chosen as capital. In that year, too, Prince Albert elected the first member to the council.

In 1882 the southern part of the territories was made into the districts of Assiniboia, Alberta, Saskatchewan, and Athabasca. After the North West Rebellion these districts were granted representation in the Senate and House of Commons; the representation increasing as the population increased.

In 1887 the North West Council consisted of 20 members, 6 appointed and 14 elected. The right of the council to control the revenue from the crown lands and from timber and minerals was pressed. Courts had been established, judges appointed, municipalities formed, and a system of education laid.

In 1888 the old council was abolished. A Legislative Assembly of twenty members was elected, and an Advisory Council was selected from the Assembly by the Lieutenant Governor to advise him in financial matters. Since most of the revenue came from the Dominion Government, the Lieutenant Governor thought he was not responsible to the Assembly for the spending of it.

In 1981 the Assembly was given control of most of the revenue, and by 1897 complete responsible government was established.

In 1898 Yukon territory was formed. At first it was governed by a commissioner and a council appointed by the Dominion Government.

In 1905 the provinces of Alberta and Saskatchewan were formed. The Dominion Government kept control of the natural resources—lands, mines, and minerals—for which the provinces receive an annual grant by the Dominion Government.

In 1905 Keewatin was joined to the Territories. In 1912 the land north and east of Manitoba, and north of Ontario and Quebec was given to those provinces.

CITIZENSHIP—GRADE XIII.

THE RED RIVER REBELLION

At the time of the transfer of Rupert's Land to the Dominion Government, there were at Red River about 1,500 white folk, and around them lived about ten thousand people of mixed race. Three-fifths of these owed their white blood to the French, the rest to the Scots. The French Metis were uneasy when they heard of this transference of the country to new rulers, and even some of the white settlers at first objected to the change, for which their opinion had not been asked.

The news of the transfer of Rupert's Land leaked through to the settlers at Red River through wrong sources and this naturally aroused the suspicion of the Metis. When surveyors came to Red River to divide the lands into sections, they disregarded entirely the long, narrow farms of the Metis, stretching back from Red River. Then suspicion was turned into fear because the Metis thought their lands were to be taken from them. The arrival of contractors to construct roads from the east into Red River still further increased the fears of the Metis.

There was one at Red River who might have done much to allay the fears of the Metis had he so chosen. This was Louis Riel, the son of a French father and half-breed mother. He had been educated in Eastern Canada for the priesthood but had never taken Holy Order. He had a streak of madness in him and, instead of calming the fears of the Metis, he encouraged them to rebel. Two others who might urged the Metis to wait for an announcement from Ottawa were Bishop Tache who was absent in Rome, and Governor McTavish of the H. B. Co. who was too ill to take any part in proceedings.

The transfer of the land was to be made to the Dominion Government by December 1st, 1869. A governor, the Hon. McDougall, had been appointed by the Dominion authorities, and was coming by way of the United States, to the colony of Red River. Riel and his followers heard of the approach of McDougall and went to Pembina to put a barricade across the trail. They forbade him to enter the colony.

Riel and his companions took the furniture, clothing and supplies that McDougall had brought with him. Then they captured Fort Garry and the Hudson Bay Company's supplies. They tore down the Union Jack and raised a rebel flag. Louis Riel then proceeded to furnish comfortable quarters for himself in the fort. The rebels dressed in the clothes they had taken from McDougall and fared sumptuously every day. Riel captured a newspaper and called it "The New Nation." In it he had printed the successes of the rebel government.

Riel set up a provincial government of which he was really the head. Then he attempted to capture some government stores in the colony. Forty-five white settlers defended them, but were taken prisoners—among them Dr. Schultz, who afterwards escaped and made his way to eastern Canada where he told the people in Ontario of the conditions that existed at Red River.

In January Donald Smith arrived from the east with a proclamation from the Queen regarding the transfer of Rupert's Land. Louis Riel called his provisional government together and the proclamation was read and explained to the inhabitants. As a result a conference of men from the rebel and non-rebel populations was to be held. The outcome was that 45 prisoners were freed, and that they decided to send a deputation to Ottawa to explain their case to the Dominion Government. It seemed if matters were to be concluded peacefully. But such was not the case.

A force of men had been training at Portage la Prairie. They had not heard of the release of the forty-five prisoners, and so decided to come to Fort Garry and demand their release. Major Boulton, who was in command of these forces, thought their action most unwise, but he concluded that if they would go they would be better under his leadership than otherwise. Consequently, when the people at Red River thought the trouble was over, this force arrived from Portage.

They camped near Kildonan and here a young white settler by the name of Sutherland was shot by Metis. The force decided to return home, but Riel asked to speak to them before he went. A number were taken prisoners —among them Boulton and Scott. Major Boulton was later released, but Scott was sentenced to be shot.

When the news of Scott's murder reached the east, a storm of indignation swept across Canada. A force of soldiers was recruited in the east and sent west under Colonel Wolseley. The mere news of the arrival of an army put down the rebellion, and Riel fled to the States.

The government made it clear to the Metis that none of their rights would be interfered with. The Red River district was organized into the Province of Canada and gave no more trouble.

ARITHMETIC—GRADE VIII.

1. Given the base of an equilateral triangle, how do you find the perimeter?
2. Given the perimeter of an equilateral triangle, how do you find the length of a side?
3. Give the base and one side of an isosceles triangle, how do you find the perimeter?
4. Given the perimeter and the base of an isosceles triangle, how do you find the side?
5. Given the perimeter and one side of an isosceles triangle, how do you find the base?
6. How do you find the area of a triangle?
7. Given the area and the base of a triangle, how do you find the altitude?
8. Given the area and the altitude of a triangle, how do you find the base?
9. Given base and altitude of a right-angle, how do you find the hypotenuse?
10. Given the hypotenuse and base of a right-angled triangle, how do you find the altitude?
11. Given the volume and two dimensions of a rectangular solid, how do you find the third dimension?
12. How do you find the surface area of a cube?
13. Given the total surface area of a cube, how do you find the length of a side?
14. Given the volume and height of a cylinder, how do you find the diameter?
15. Given the circumference of a circle, how do you find its area?
16. When do you use "three days of grace" in reckoning interest?
17. Make up for yourself problems where each of the following is used:

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(a) Finding how often one volume is contained in another.
(b) Finding how often one area is contained in another.
(c) Finding how often one length is contained in another.
(d) Finding perimeter of a field.
(e) Finding the cost of painting the uncovered portion of a floor around a rug.
(f) Where a volume of water in cubic feet is to be brought to gallons? to lbs.?
(g) Where ayou use the total surface area of cylinder.

SPELLING TEST—GRADE VIII.

persuade
pursuit
curious
courteous
siege
seize
cannon
linen
receive
relieve
dissatisfied
disappear
reference
referring
arrangement
valuable
judgment
noticeable
saloons
balloons
mortgage
carriage
angle
angel
unnecessary
dissatisfied
satisfied
suffrage
athletic
daffodils
prairie
sacrifice
distinguish
acknowledge
privilege
envelope
develop
grammar
hammer
skilful
fulfill
leisure
sieve
superintendent
descendant
proceeding
preceding
conscious
conscience
moccasin
occasion
criticize
criticism
familiar
similar
responsible
considerable
saloons
balloons
amateur
orchestra
syllable
physician
associate
exercise
apparel
appetite
sufficient
excellent
accomplished
operation
opposite
theatre
February
loose
lose
business
celebrate
really
initial
mischievous
irrigation
molasses
parliament
senator
original
experience
imagine
imagination
Wednesday
truly
sincerely
eighth
difference
illustrate
allegiance
ancestor
character
guarantee
miscellaneous.

TEMPERATURE

Summer Heat Changes to Winter Cold

Temperature plays a generous part in the great human pastime of discussing the weather. "Is it hot enough for you?" is the customary greeting on a nexceedingly warm summer's day. In winter, with the thermometer dropping to uncomfortable low levels, this becomes, "Is it cold enough for you?"

Usually, when temperature is mentioned, one thinks immediately of the degrees marked on a thermometer. On the Fahrenheit thermometer, which is the kind commonly found in homes, the freezing point of water is 32 degrees (above zero) and the boiling point 212. Scientists use the Centrigrade thermometer, which starts with zero as the freezing point of water, and sets 100 degrees for the boiling point.

Temperature, according to Webster's New International Dictionary, comes from the Latin "temperatura," meaning due measure, proportion, temper, temperament." An early (now obsolete) meaning of the word was a mixture or compound. Another (now obsolete or archaic) meaning was constitution or state (of a person)—the word now generally used to express this idea is temperament. Later, temperature meant moderation, and this meaning, too, is obsolete—the modern word for this is temperance. It also meant mildness of climate; today we describe this with the word temperateness.

Through these changes in meaning, temperature finally has come to signify "condition with respect to heat, or cold, especially as indicated by the sensation produced, or by the thermometer." We thus speak of high or low temperature, as to heat or cold respectively.

Colloquially, if a person has "a temperature," his body heat is in excess of normal. The normal temperature of the human body varies somewhat between 98 and 99½ degrees Fahrenheit in different individuals and under different conditions.

THE PLACE OF INDIAN SUMMER IN THE CALENDAR

People speak glibly of "Indian summer" without knowing when that season should occur, if it does. While everybody knows that it comes in autumn, rarely will you find agreement as to any specific date.

As precise a statement as can be made respecting the date is that in Webster's New International Dictionary, as follows:

"A period of warm or mild weather late in autumn or in early winter, usually characterized by a clear or cloudless sky, and by a hazy or smoky appearance of the atmosphere, especially near the horizon. The term is commonly applied to such a period occurring in October or more commonly in November. The name is of American origin, the reason for it being unknown; it is now also used in England."

When Indian summer comes in November in England it is also called St. Martin's summer, since St. Martin's Day falls on November 11th. If in October, the period is called St. Luke's summer or the little summer of St. Luke, since St. Luke's Day comes on October 18th. And since All Saints' Day is November 1st, the period has also been known as Allhallown, or Allhallow, summer.

CALENDARS AND ALMANACS

Calendars appear with dependable regularity every New Year. Indeed, among the lesser activities of January is the hurry of everyone trying to secure one or more suitable calendars to hang on the wall. A new calendar is necessary every year because, under our present system of dividing the year, the days of the month fall on different days of the week in different years. Some day a uniform calendar may be adopted—it has already been given wide publicity—which will be the same, year after year, the first of January always being on the same day of the week, and so with other dates throughout the year.

As most people think of a calendar, they mean a printed schedule of "dates," showing the days of the week, and also sometimes the phases of the moon; holidays are indicated, and on some calendars dates of church or other festivals are suitably marked. Especially attractive calendars of this sort are often utilized for Christmas or New Year gifts; thousands of calendars are also distributed gratis every year for advertising purposes.

Strictly speaking, a calendar is more than a printed record. The calendar is the whole system of reckoning time. Our system is the Gregorian calendar, which was introduced by Pope Gregory GIII in 1582 A.D., and adopted in Great Britain and the American colonies in 1752.

The word calendar, according to Webster's New International Dictionary, comes from the Latin "kalendarium," meaning an account book. The word is also related to calends, which was the Roman name for the first day of the month.

The Almanac

Almanacs once upon a time were published as literary ventures and included all kinds of "additional" reading. Benjamin Franklin's famous Poor Richard's Almanac was such a one. The wit and wisdom which Franklin incorporated in his almanac have been perpetuated, and even today these sayings appear constantly in new editions for the delight of modern readers.

Except for the literary additions just mentioned, an almanac, more precisely, is a calendar which includes for the entire year astronomical statistics, times of low and full tides, and often some prognostication of the state of the weather. The origin of the word almanac is not certainly known.

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THE THERMOMETER

The thermomater is literally a heat meter. The thermomometer measures heat, just as the speedometer measures speed, for "thermo-" is a Greek combining form, meaning heat. It is found in such everyday words as thermostat (a regulator of temperature) and thermos bottle (a vacuum bottle which keeps liquids hot or cold for extended periods of time).

The word "therm" is a practical unit equal to 1,000 great calories. Each great calorie equals 1,000 small calories, each of which will raise the temperature of one gram of water one degree on the Centigrade thermometer scale.

THE WALRUS

Horse and walrus, as words, bear an interesting relationship to each other. Walrus, it will be found, is Dutch, of Scandinavian origin. It is, says Webster's New International Dictionary, the Danish "valros," the Swedish "vallross," the Norwegian "[illegible]ros."

Since horse is Anglo-Saxon, a very old English word, coming from the German "ross," and the Icelandic "hross," it is obvious that the endings of the Scandinavian words for walrus mean "horse." The beginnings are the same as the Danish and Swedish "hval," a whale. Walrus is thus, literally, "whale horse."

COAL

Coal, as we think of it who must buy it to keep warm in winter months, is something to burn. Originally, however, coal was a piece of glowing carbon or charred piece of wood—an ember or a cinder. It was not until the discovery of coal as a combustible mineral substance that it became the name of fuel to burn instead of fuel already burning or burned.

Residents of the eastern States will probably burn hard coal, or anthracite, this winter. People who live nearer soft-coal mines, as, for example, Kansas, will probably burn bituminous coal. The softest coal is lignite, or brown coal; next is bituminous, then anthracite, and finally comes graphite, the product which contains the most carbon.

Anthracite comes, according to Webster's New International Dictionary, from the Latin "anthracites," a kind of bloodstone, from a Greek word meaning "like coals." It differs from bituminous chiefly in having only a small amount of volatile matter—which is to say substances readily vaporized or turned into gas. Anthracite coal therefore burns with a flame which is almost nonluminous; that is, its flame gives very little light.

Bituminous means literally "containing bitumen," or "like bitumen." Bitumen is Latin; originally it meant a mineral pitch. Lignite is coal in which the texture of the original wood can be seen. That is how it received its name, from the Latin "lignum," meaning wood. It is intermediate between peat and bituminous coal.

Peat is nearer vegetable than mineral, and is of several kinds. It ranges from a turf to a slime. For fuel its use is familiar chiefly in European countries and in the British Isles.

THE POLAR CIRCLES

Explaining Arctic and Antarctic

Airplane exploration of frigid polar zones has brought the words arctic and antarctic into the foreground of popular attention. The words have been familiar to geography students, but as schooldays slip away the words become less definitely understood. The activities of Amundsen, Nobile, Byrd, and their fellow explorers have put the names arctic and antarctic into press reports, and thence into the minds and on the tongues of thousands of people.

Arctic, to many, suggests a kind of overshoe. The waterproof shoe was so named because it withstands winter weather—"arctic" suggesting snow and ice and cold. The pronunciation, however, should not be "ar-tik"; the first "c" should be sounded, like this, "ark-tik."

Strange though it may seem, the arctic circle, when the origin of the name is investigated, becomes associated with the bears, or the northern constellations known as Ursa Major and Ursa Minor, Latin for the Great Bear and the Little Bear. Arctic, according to Webster's New International Dictionary goes back to the Greek word for bear and is used of the region about the north pole because the polestar is in the Ursa Minor constellation.

The antarctic is that pole or zone situated opposite the arctic, at the other end of the world. The first part of the word, "ant-," is a prefix commonly signifying that which is opposite or against. This is clear in such words as antipathy, antipodes, and antiseptic.

The word antipodes is an apt example, for it means that which is situated directly opposite. It comes from the Greek word meaning "with the feet opposite." Usually antipodes means that country or those who live on the side of the globe diametrically opposite—hence, anything exactly opposite.

Ursa Major, or the Great Bear, also known as the Dipper, was likened to a bear by the ancients, who deified heroes and illustrated their legends in the skies with fancied star pictures. The stars served to indicate the points in the outline—the fertile imagination then had to fill in the lines to complete the picture.

HELIUM GAS TO AID DIVERS

It is announced that helium gas is being used to aid divers in their work at low depths, where the pressure of water above them is teriffic. The helium is substituted for nitrogen, in the mixture of oxygen supplied for the men to breathe. Apparently the new mixture makes it possible to descend and ascend with much greater speed, for where helium is used instead of nitrogen, it escapes much more readily as the diver comes to the surface. The nitrogen often took hours, requiring a laboriously slow ascent, for if the man came up too fast the gas formed bubbles in his blood, frequently with dire consequences. The experiments have been conducted at the United States Bureau of Mines, in collaboration with the Navy Department.

Helium has long been familiar to the public as a useful gas, particularly in connection with dirigibles. The name helium is from the Greek "helios," the sun. It was so named because the gas was discovered first of all "in the spectrum of the sun's atmosphere," says Webster's New International Dictionary, by Jenner, in 1868. Both helium and nitrogen are inert gases, which means either, that, as in the case of helium, they do not combine at all with other elements, or that, as in the case of nitrogen, they combine very slowly, at high temperatures and with but a few elements.

ZEPPELIN VS. DIRIGIBLE

The German airship, Graf Zeppelin, carried among its passengers on its recent bold venture across the Atlantic, Count Brandenstein-Zeppelin. Perhaps some people wondered how this man happened to bear the same name as the dirigible—and whether a zeppelin is a dirigible or not? Count Brandenstein-Zeppelin is the son-in-law of Ferdinand, Count von Zeppelin (1838-1917), after whom this particular type of dirigible is named.

For a zeppelin is "a dirigible balloon of the rigid type, consisting of a cylindrical, trussed and covered frame supported by internal gas cells, and provided with means of propulsion and control." Because the first dirigible of this type to make a successful flight was constructed (about 1899-1900) by Count von Zeppelin, the airship was named after him.

To use the name dirigible alone as the name for an airship is a modern shortening of the older "dirigible balloon." For the word dirigible, according to Webster's New International Dictionary, means simply that which "can be directed," that which is steerable. The word comes from the Latin "dirigens," and from the verb meaning to direct; dirigible and direct, as words, are of similar origin. A dirigible is thus merely a balloon that can be controlled or steered. Note also that in the pronunciation of this word the accent is on the first syllable, dir-.

NAMES OF EVERGREEN TREES

An evergreen is a tree which stays green all winter; that is to say, the leaves do not fall in autumn, as do the leaves of deciduous trees. Many evergreens are conifers (cone-bearing trees), but not all conifers are evergreens. The larch is a conifer but it is not an evergreen.

Spruce is a familiar evergreen. It was so named because it was first known as a native of Prussia—French "Prusse," and Middle English "Pruse" or "Spruce." Spruce is an old name for Prussia. Fir is an old word, long in the language, always used for the tree; pine is Latin, also the name of the tree which it designates today. The hemlock has also been long in the language.

There are evergreens which are not trees. Almost all tropical plants, botanically speaking, are evergreens. The holly is an interesting northern evergreen, much used for decoration purposes at Christmas.

The rhododendron is an evergreen shrub. Its name, according to Webster's New International Dictionary, comes from Greek words meaning literally "rose tree." It was so named because of its large flowers.

Other evergreens of the north include certain varieties of the cedar, ivy, laurel, etc. The words are all "old"—that is, they have been in the language for centuries, often nearly in the forms we know today as the names of these plants or similar plants.

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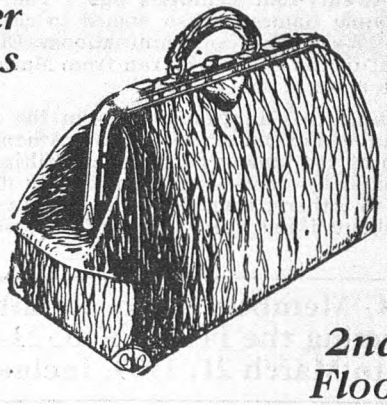
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THE FIRST MARATHON RACE

Modern marathon races, such as the recent courageous attempt of long-distance swimmers to conquer the cold waters of Lake Ontario, and similar distance contests in running, skating, and so on, bring to mind the great antiquity of the name marathon.

The first marathon run, strictly speaking, took place in Greece in the year 490 B.C., and was such a remarkable example of endurance that the name today is a fitting appellation for similar tests of physical strength. That run was some twenty-four centuries ago. The marathon race in the Olympic Games was so named to commemorate, according to Webster's New International Dictionary, "'the reputed feat of the Greek who ran from Marathon to Athens bearing the news of the victory."

The Battle of Marathon ended in the decisive defeat of the invading Persian armies, by the Athenians, under the generalship of the famous commander, Miltiades. A runner —Pheidippides by name—was immediately dispatched after the battle to Athens, some 24 miles distant; he arrived in the city, shouted the great news of the victory, and fell dead.

List of Members Who Remitted Fees During the Period Feb. 23, 1929 to March 21, 1929, Inclusive

ARROWWOOD—
Siebert, Hazel M.
BASHAW—
Crone, Bessie.
BEARBERRY—
Kjos, Mrs. Isabella.
BEAUMONT—
McCormick, Mrs. M.
BLUFFTON—
Brodersen, Anna C.
BEVERLEY—
Gerry, Harold.
BREMNER—
White, Sarah J.
BYEMOOR—
Malcolm, W. L.
CALMAR—
Miller, F. N.
CAMROSE—
Aikenhead, Constance M.
Orr, Olive A. I.
Taylor, Gwen.
Trout, H. B.
CANMORE—
Macleod, Munroe.
CARDSTON—
Sheffield, Beth.
Thoreson, H. P.
CASTOR—
Briggs, Isabella E.
CAYLEY—
Godkin, Margaret.
CEREAL—
Richardson, J. A.
CLARESHOLM—
Collins, J. A.
Valetsko, Barbara L.
CRAIGMYLE—
Macdonald, Myrtle V.
CHIPMAN—
Gaughan, R. L.
DERWENT—
Sakowsky, W. A.
DIDSBURY—
Brown, Mildred J.
DRUMHELLER—
Ingraham, C.
Jakey, Mrs. Jean.
King, M.
Jeffrey, E. M.
EDMONTON—
Gulley, Helen M.
ELKTON—
Young, Vincent T.
EXCEL—
Austin, Myra K.
GLENDON—
Thompson, Julius G.
GLIDEHURST—
Onischuk, May.
GRANDE PRAIRIE—
Dunnigan, J.
HESPERO—
Liner, Anna.
HIGH RIVER—
Parker, Reta M.
HILLIARD—
Roycroft, W. T.
HOLDEN—
Breen, John.
HUGHENDEN—
Ferguson, Zella L.
JUMPING POUND—
Nicol, Jean B.
KILLAM—
Sinclair, Jas. M.
KINIKINIK—
Dore, Ivy M.
LACOMBE—
Proudfoot, Mary J.
LAFOND—
Daly, Timothy.
LA GLACE—
Quail, Matilda.
LETHBRIDGE—
Bernard Edna M.
Hawthorne, E. E.
LOUGHEED—
Ferries, Kathleen H.
Tookey, Kenneth.
LUNDBRECK—
Smith, Kathleen K.
MACLEOD—
Bloomer, Ada C.
MAGRATH—
Merkley, M. G.
MANNVILLE—
Dorward, Eva O.
MIDNAPORE—
Folkard, J. H.
MONITOR—
Carey, Mildred M.
MUNDARE—
Savitsky, Sylvester.
NIOBE—
Sutherland, Alice M.
NOBLEFORD—
Sahlen, Lilly E.
OHATON—
Wilson, Lila M.
OLDS—
Swift, W. H.
PICARDVILLE—
Pritchard, R. O.
RANFURLY—
Human, Mary.
RED DEER—
Welsh, J.
RETLAW—
Wood, Mildred M.
RIO GRANDE—
Grimmett, Newton L.
ROCHESTER—
Warren, F. S.
SEDALIA—
Gabriel, A. V.
SEDGEWICK—
Blakeney, C. E.
SKIFF—
Hood, Eleanor M.
SPRUCE GROVE—
Pinchbeck, Milicent.
STRY—
Pallot, Elsie M.
SUNLAND—
Griffin, Mrs. W. E.
Griffin, Mr. W. E.
VEGREVILLE—
Shaw, Helen E.
VERMILION—
Edwards Hilda.
WARWICK—
Ferguson, Mrs. M. N.
WEMBLEY—
Bittorf, Marg. L.
WETASKIWIN—
Caldwell, Esther E.
Kubicek, Rosie P.
Borden, Florence.
MELROSE HILL, NOVA SCOTIA
Gillis, Jas. D.

WHAT IS A BLIZZARD?

A violent winter storm, with high bitter wind and fine drifting snow that stings and blinds and chokes those who attempt to fight their way against it,—that is what people call a blizzard. Lesser storms have also been called blizzards; indeed, the word blizzard originally meant simply a "hard blow." In that meaning the word dates in the United States from about 1829. Blizzards, meaning a more severe storm, secured its harsher meaning perhaps from the especially stormy winter of 1880-1881.

The origin of the word blizzard, according to Webster's New International Dictionary, is akin to the old English word blaze. This is all than can be said about the word with any degree of certainty. The word blizzard (compare the familiar "blaze away," meaning to shoot continuously) has also meant: "A volley of shots; also, a sudden or effective shot." Figuratively, blizzard has also been applied to any effective retort in argument.

Most of us know and use the word rather strictly to correspond with this dictionary definition, however: "A dry, intensely cold, violent storm, with high wind and fine driving snow, such as those which originate on the eastern slope of the Canadian Rocky Mountains."

List of Members of City Locals Who Remitted Fees During the Period Feb. 28, 1929, to Mar. 21, 1929, Inclusive

CALGARY—
Allison, E. P.
Anderson, Mrs. A.
Armstrong, M. E.
Black, M. C.
Barber, A. O.
Barclay, M. B.
Bell, L.
Bickell, D. E.
Broadberry, W.
Beresford, T. F.
Braithwaite, M.
Brock, M. M.
Bruce, E.
Christie, Mrs. G.
Clarke, J.
Clydesdale, M. G.
Crawford, G. K.
Curtis, Mrs. A. M.
Elliott, Mrs. P.
Evans, M.
Faux, E. M.
Ferrier, A.
Fuller, J. R.
Ferguson, J.
Godwin, A. T.
Gibson, V. A.
Govenlock, J. E.
Greer, F. M.
Howarth, Mrs. S. J.
Hinton, H. S.
Hobbs, V.
Harris, V. A.
Irving, M. E.
James, E.
Keir, M. E.
Laurier, J. L.
Lathwell, Z. M.
Lowry, K.
Lunam, L.
Machon, B.
Maley, Mrs. S.
Moir, M. C.
Murray, A. L.
McCallum, J.
McCorvie, A. L.
McKellar, C.
Macleod, G.
McMartin, B.
McNabb, G.
Nagler, S.
Noble, H.
Patterson, E.
Potter, Wm.
Rath, M. A.
Reed, Mrs. M.
Richards, E. R.
Roach, E. M.
Stoodley, S. C.
Stevenson, John.
Topp, Jean A.
Trotter, Jeanie.
Verge, J. W.
Watts, M. L.
Watson, M. T.
Weston, P. E.
Weston, S. M.
Crang, F. W.
Cameron, Mrs. D. K.
Campbell, M. C.
Dobson, R. H.
Dobson, H. E.
Eagleson, J. N.
Fawcett, J.
Griggs, V. A.
Hall, M. E.
Hilton, M. J.
Howard, Jean R.
Hotson, J. I.
Hay, E. L.
James, M.
Jonason, M.
Johnston, I.
Kelly, W. J.
Koerman, M.
Knox, M. C.
Leaver, H. R.
Luck, E. L.
Lamb, A.
McCaughey, E. F.
McCoy, F. G.
MacDiarmid, J.
Macdonald, Hilarie R.
McKim, A. B.
McNeil, H. C.
Martin, C.
Moffatt, W. J.
Mills, G. A.
Murray C.
Murray, W.
Nash, R. C.
Perry, M. E.
Parsons, E.
Pecknold, G. C.
Parker, Ben.
Ringwood, Mrs. I. G.
Russell, A. C.
Richards, W. C.
Ryckman, E. M.
Robinson, Mrs. A. L.
Shaw, O. J.
Smith, M. K.
Smith, A. M. P.
Sheppard, R. S.
Sutherland, C. A.
Shortliffe, D. L.
Thompson, Wm.
Thompson, H. C.
Waite, A.
Wild, Edith.
Whiddon, J. W.
Young, Mabel E.
Younie, Jas. A.

EDMONTON—
Attebery, N. M.
Buchanan, M. O.
Bearistro, B. M.
Battrick, B. M.

MEDICINE HAT—
Crawford, A. N.
Gordon, S. M.
Grant, Gerald.
Kee, Jessie.
Millican, F.
Smith, Marg. J.
Stillwell, Mr.

LETHBRIDGE—
Haw, Olive V.

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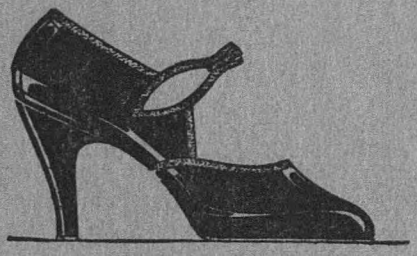


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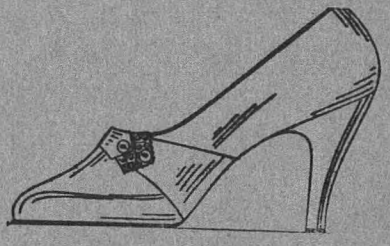
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